

State Template for the Consolidated State Plan Under the Every Student Succeeds Act



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Dear Hoosiers,

Today, the Indiana Department of Education (IDOE) is proud to share with you the first draft of Indiana's Every Student Succeeds Act (ESSA) plan. ESSA was a bipartisan law, passed in 2015 by a Republican-majority Congress and signed by a Democratic president. Our Indiana plan, which is an explanation of how we will implement the law, reflects the input of over 400 stakeholders – teachers, families, administrators, school support personnel, community and business leaders, and state policymakers. ESSA provides us the opportunity to make important changes as we pursue the best for our students.

ESSA is the replacement to No Child Left Behind (NCLB), a federal law in place since 2002. ESSA offers states more flexibility and autonomy in decision-making. For example, while Indiana is still required to have a school accountability system, we have the flexibility to add a new, non-academic indicator of student success. Instead of choosing how we support struggling schools from a federally-chosen list, we have the flexibility to develop our own innovative approaches to school improvement.

ESSA also provides states an opportunity to better support a variety of student subgroups including special education students, English Language Learners, students of color, and economically disadvantaged students. As a state, we have set long-term goals for improvements in these subgroups, and we also have a responsibility to provide schools support if students in these subgroups are not succeeding.

The Indiana ESSA Plan

Indiana's ESSA plan is divided into six sections. Some sections are longer than others. For example, we had only a few short questions to answer in Section 3: Academic Assessments. However, in Section 4: Accountability, Support and Improvement for Schools, we had to describe our accountability system and provide a brief overview of how we will support schools that are struggling. The six sections of Indiana's ESSA plan are:

1. Long-Term Goals
2. Consultation
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

In the **Long-Term Goals** section, IDOE identifies three proficiency goals we must set for the state – an academic achievement (student proficiency) goal, a graduation rate goal, and an English Language Learner (ELL) proficiency goal for all students and each subgroup. We had a choice to make in this section. Instead of choosing a single proficiency number for each subgroup (e.g., every student will achieve 90% proficiency by 2023), we decided to set goals based on each subgroup's baseline proficiency goal. For our academic achievement, graduation rate, and English Language Learner goals, we will work to cut our proficiency gap in half by 2023.

Under the **Consultation** section, we describe the vital stakeholder engagement process our state undertook to develop this plan. We describe our nine community meetings across the state, four technical working groups advising our section drafters, and the individual meetings with interested organizations, and ongoing consultations with the Governor’s office, Indiana State Board of Education (INSBOE) members and staff, the Indiana General Assembly, and other key stakeholders.

While the IDOE plays a crucial role in administering the state assessment system, we only have two small items we are required to report to the federal government in the **Academic Assessments** section.

In the **Accountability, Support and Improvement for Schools** section, we outline our recommendations for changes to our state accountability system. These changes include our recommendation for a non-academic indicator based on attendance. It is very important to note the INSBOE has final say over policy changes to our accountability system. This section should be read as IDOE’s recommendation.

The **Supporting Excellent Educators** section illustrates how we support classroom teachers and principals throughout their career – from recruitment into the profession, to supporting the teacher preparation process, to induction into their school and district. We also discuss how we will work to support the creation of teacher career pathways and how we can help schools and districts develop policies to retain our great educators for our students.

As a law, ESSA is very clear every child must be developed and supported. Our **Supporting All Students** section outlines how we plan to support the diverse students in our state regardless of background, differently-abled status, race, religious affiliation, ethnicity, or gender identification. We ground this section in Indiana’s vision for a Multi-Tiered System of Support (MTSS), a framework to provide academic, behavioral, and social-emotional support, grounded in culturally responsive practices.

Timeline:

Below is our ESSA timeline outlining the steps we must take to submit our state’s final plan on September 18, 2017 to the US Department of Education.

Phases	Notes	Dates
Internal Planning		January - March 1, 2017
Stakeholder Engagement	Community Meetings	March 1 - April 30, 2017
Writing the First Draft	Support from Technical Working Groups	May 1 – June 30, 2017
First Draft Feedback	Public Comment through Online Survey; Presentation to the INSBOE on July 12	July 1 – August 1, 2017 (Survey closes July 20, 2017)
Submit the Plan to the Governor	Must be 30 days before the plan is due	August 15, 2017
Submit final ESSA Plan to US Department of Education		September 18, 2017

As you review the Indiana ESSA plan, we have an important request for you.

Please provide us with feedback. We have posted online surveys with specific questions where section drafters need more public input. Please respond to those questions, and please also add comments regarding other suggestions or feedback you may have. The survey is open until July 20, 2017.

We want to thank the hundreds of stakeholders who helped us develop this first draft of our ESSA plan. Thank you for all of your work in helping us.

DRAFT

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)¹, permits the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. The Secretary must establish, for each covered program under section 8302 of the ESEA, and additional programs designated by the Secretary, the descriptions, information, assurances, and other material required to be included in a consolidated State plan.

The U.S. Department of Education (Department) encourages each State to think comprehensively about implementation of programs across the ESEA and to leverage funding to ensure a focus on equity and excellence for all students as it develops its consolidated State plan. Further, the Department aims to support collaboration and efficiency across multiple programs to help ensure that all children have significant opportunity to receive a fair, equitable, and high-quality education and that each SEA works to close achievement gaps.²

The Department identified five overarching components and corresponding elements that integrate the included programs and that must be addressed by each SEA electing to submit a consolidated State plan. These components encourage each SEA to plan and implement included programs in a comprehensive way to support local educational agencies (LEAs), schools, and all subgroups of students. Consistent with the Secretary's authority in 34 C.F.R. § 299.13(d) to establish the date, time and manner for submission of the consolidated State plan, the Department has established this template for submitting the consolidated State plan. Within each component, each SEA is required to provide descriptions related to implementation of the programs the SEA includes in the consolidated State plan. The consolidated State plan template includes a section for each of the components, as well as a section for the long-term goals required under the statewide accountability system in section 1111(c)(4)(a) of the ESEA and 34 C.F.R. § 299.17(a).

The sections are as follows:

1. Long-Term Goals
2. Consultation and Performance Management
3. Academic Assessments
4. Accountability, Support, and Improvement for Schools
5. Supporting Excellent Educators
6. Supporting All Students

When developing its consolidated State plan, the Department encourages each SEA to reflect on its overall vision and how the different sections of the consolidated State plan work together to create one comprehensive approach to improving outcomes for all students. The Department encourages each SEA to consider: (1) what is the SEA's vision with regard to its education system; (2) how does this plan help drive toward that vision; and (3) how will the SEA evaluate its effectiveness on an ongoing basis?

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

² In developing its consolidated State plan, each SEA must meet the requirements section 427 of the General Education Provisions Act (GEPA) and describe the steps it will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs.

Instruction for Completing the Consolidated State Plan

Each SEA must address all required elements of the consolidated State plan. Although the information an SEA provides for each requirement will reflect that particular requirement, an SEA is encouraged to consider whether particular descriptions or strategies meet multiple requirements or goals. In developing its consolidated State plan, an SEA should consider all requirements to ensure that it develops a comprehensive and coherent consolidated State plan.

Submission Procedures

Each SEA must submit to the Department its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

The Department will not review plans on a rolling basis; consequently, consistent with 34 C.F.R. § 299.13(d)(2)(ii), a consolidated State plan or an individual program State plan that addresses all of the required components received:

- On or prior to April 3, 2017 is considered to be submitted by the SEA and received by the Secretary on April 3, 2017.
- Between April 4 and September 18, 2017 is considered to be submitted by the SEA and received by the Secretary on September 18, 2017.

Each SEA must submit either a consolidated State plan or individual program State plans for all included programs that meet all of the statutory and regulatory requirements in a single submission by one of the above deadlines.

The Department will provide additional information regarding the manner of submission (e.g., paper or electronic) at a later date consistent with 34 C.F.R. § 299.13(d)(2)(i).

Publication of State Plan

After the Secretary approves a consolidated State plan or an individual program State plan, an SEA must publish its approved plan(s) on the SEA's Web site in a format and language, to the extent practicable, that the public can access and understand in compliance with the requirements under 34 C.F.R. § 200.21(b)(1)-(3).

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position)	Telephone
Mailing Address:	Email Address:
Authorized SEA Representative (Printed Name)	Telephone:
Signature of Authorized SEA Representative	Date:
Signature of Governor (If Applicable)	Date:

The SEA, through its authorized representative, agrees to the enclosed assurances.

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and still wishes to receive funds under that program or programs, it must submit individual program plans that meet all statutory requirements with its consolidated State plan in a single submission, consistent with 34 C.F.R. § 299.13(d)(iii).

☐ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below for which the SEA is submitting an individual program State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: Language Instruction for English Learners and Immigrant Students
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act): Education for Homeless Children and Youths Program

Educator Equity Extension

☐ Check this box if the SEA is requesting an extension for calculating and reporting student-level educator equity data under 34 C.F.R. § 299.13(d)(3). An SEA that receives this extension must calculate and report in this consolidated State plan the differences in rates based on school-level data for each of the groups listed in section 5.3.B and describe how the SEA will eliminate any differences in rates based on the school-level data consistent with section 5.3.E. An SEA that requests this extension must also provide a detailed plan and timeline in Appendix C addressing the steps it will take to calculate and report, as expeditiously as possible but no later than three years from the date it submits its initial consolidated State plan, the data required under 34 C.F.R. § 299.18(c)(3)(i) at the student level.

Long-term Goals

Instructions: Each SEA must provide baseline data (i.e., starting point data), measurements of interim progress, and long-term goals for academic achievement, graduation rates, and English language proficiency. For each goal, the SEA must describe how it established its long-term goals, including its State-determined timeline for attaining such goals, consistent with the requirements in section 1111(c)(2) of the ESEA and 34 C.F.R. § 200.13. Each SEA must provide goals and measurements of interim progress for the all students group and separately for each subgroup of students, consistent with the State's minimum number of students.

In the tables below, identify the baseline (data and year) and long-term goal (data and year). If the tables do not accommodate this information, an SEA may create a new table or text box(es) within this template. Each SEA must include measurements of interim progress for academic achievement, graduation rates, and English language proficiency in Appendix A.

A. Academic Achievement.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved academic achievement, including how the SEA established its State-determined timeline for attaining such goals.

The Indiana Department of Education (IDOE) is dedicated to decreasing the student achievement gap for all students. While student assessment data does not measure all the learning and growth in classrooms, student performance correlates with student preparedness for life after K-12 education. With this in mind, Indiana has set the following ambitious, yet achievable goal for our state:

Indiana will close its student achievement gap in English/language arts and mathematics for all subgroups by 50% by 2023.

The student achievement gap reduction is calculated by first identifying the 2016-2017 baseline student performance on statewide assessments by subgroup (percentage proficient); subtracting that percentage from 100%; dividing the result by 50%, which represents the gap closure; and adding that percentage to the baseline to identify the long-term goal. For example:

Example Student Achievement Gap Calculation

Subgroup: All Students (ELA for grades 3-8)

Step 1: 2016-2017 Baseline Proficiency = 66.4%

Step 2: $100\% - 66.4\% = 33.6\%$

Step 3: Reduction goal is 50% of 33.6% = 16.8%

Step 4: Add reduction goal to baseline proficiency to determine long-term goal (increase in proficiency) for the All Students subgroup $16.8\% + 66.4\% = 83.2\%$

Rationale

In looking at the 2016-17 baseline academic achievement data for student subgroups, it is clear that Indiana students are at different points of proficiency. Therefore, setting a common proficiency endpoint (e.g. all student subgroups will be at 85% proficiency by 2023) does a disservice to both struggling students and high achieving students alike. Such a goal would be ambitious, but likely not achievable over a medium-term time horizon.

Instead, Indiana chose to set a common goal of closing the academic achievement gap by 50% by 2023. This is an ambitious goal, as Indiana will need to realize double digit increases for every subgroup over the next six years. It is an achievable goal because the increase for the academic achievement is based on the subgroups' own data.

This approach establishes the same long-term timeframe for all student subgroups, establishes proficiency targets based on the current performance of each subgroup, and expects larger improvements in the same timeframe from subgroups with lower baseline proficiency rates. State progress toward achieving its long-term goals will be monitored by measuring progress against the interim goals at regular intervals.

When considering previous years of student assessment data, it is clear that many subgroups will have to grow at larger intervals year over year than ever before to achieve a 50% achievement gap closure by 2023. African-American students, for example, will need to increase proficiency by 3.9% per year to achieve the gap closure goal; since 2010, the maximum amount African-American students have grown as a sub group is 2.19% (See Appendix A).

Please note: Indiana will be adopting a new statewide assessment for the 2018-2019 school year. As such, academic achievement goals will require modification based on the new assessment baseline.

- ii. Provide the baseline and long-term goals in the table below.

Grades 3-8 Academic Achievement Long-term Goals									
Subgroup	English/Language Arts					Mathematics			
	Baseline	Year	Goal	Year		Baseline	Year	Goal	Year
All Students	66.4	2016	83.2	2023		59.8	2016	79.9	2023
American Indian	64.4	2016	82.2	2023		56.2	2016	78.1	2023
Asian	78.4	2016	89.2	2023		77	2016	88.5	2023

Black	45.2	2016	72.6	2023		34.7	2016	67.3	2023
Hispanic	54.3	2016	77.2	2023		47.7	2016	73.9	2023
Multiracial	63.6	2016	81.8	2023		54.4	2016	77.2	2023
Native Hawaiian or Other Pacific Islander	59.7	2016	79.9	2023		59	2016	79.5	2023
White	71.6	2016	85.8	2023		65.6	2016	82.8	2023
Special Education	28.7	2016	64.3	2023		29.8	2016	64.9	2023
English Learners*	55	2016	77.5	2023		51.2	2016	75.6	2023
Free/Reduced Price meal	53.8	2016	76.9	2023		46.2	2016	73.1	2023

Grade 10 Academic Achievement Long-term Goals

Subgroup	English/Language Arts					Mathematics			
	Baseline	Year	Goal	Year		Baseline	Year	Goal	Year
All Students	59.2	2016	79.6	2023		34.7	2016	67.3	2023
American Indian	58.4	2016	79.2	2023		28.4	2016	64.2	2023
Asian	67.4	2016	83.7	2023		59.2	2016	79.6	2023
Black	36.7	2016	68.4	2023		13.4	2016	56.7	2023
Hispanic	46.7	2016	73.3	2023		21.6	2016	60.8	2023
Multiracial	56.9	2016	78.5	2023		29.8	2016	64.9	2023
Native Hawaiian or Other Pacific Islander	50.0	2016	75.0	2023		23.4	2016	61.7	2023

White	63.9	2016	82.0	2023		39.0	2016	69.5	2023
Special Education	16.9	2016	58.5	2023		7.8	2016	53.9	2023
English Learners*	45.7	2016	72.9	2023		26.7	2016	63.4	2023
Free/Reduced Price Meal	43.9	2016	71.9	2023		19.7	2016	59.8	2023

**English Learner goals are set by looking at students currently enrolled as English Learners as well as students who were reclassified as fluent English proficient within the last 4 years.*

B. Graduation Rate.

- i. **Description.** Describe how the SEA established its ambitious long-term goals and measurements of interim progress for improved four-year adjusted cohort graduation rates, including how the SEA established its State-determined timeline for attaining such goals.

The Indiana Department of Education (IDOE) believes that all students should finish their K-12 education prepared to embark on their chosen path in life. While the receipt of a high school diploma is not the only way to measure student success in high school, it is an important achievement on a student's path to a successful life. With this in mind, Indiana has chosen to set the following ambitious, yet achievable goal for our state:

Indiana will close its graduation rate gap for all sub-groups by 50% by 2023.

The graduation rate gap reduction is calculated by first identifying the 2016-2017 baseline graduation rate by subgroup; subtracting that percentage from 100%; dividing the result by 50%, which represents the gap closure; and adding that percentage to the baseline to identify the long-term goal. For example:

Example Graduation Rate Gap Calculation

Subgroup: All Students

Step 1: 2016-2017 Baseline Graduation rate = 86.8%

Step 2: $100\% - 86.8\% = 13.2\%$

Step 3: Reduction goal is 50% of 13.2% = 6.6%

Step 4: Add reduction goal to baseline proficiency to determine long-term goal (increase the graduation rate) for the All Students subgroup $6.6\% + 86.8\% = 93.4\%$

Rationale

In looking at the 2016-17 baseline graduation rate data for student subgroups, it is clear that there are differences among Indiana students. Therefore, setting a common graduation rate endpoint (e.g. all student subgroups will be at 95% of students graduated by 2023) does a disservice to both struggling students and high achieving students alike. Such a goal would be ambitious, but likely not achievable over a medium-term time horizon.

Instead, Indiana chose to set a common goal of closing the graduation rate gap by 50% by 2023. This goal is ambitious. This goal is also achievable, because the amount of graduation rate increases is based on the subgroups' own data.

This approach establishes the same long-term timeframe for all student subgroups, establishes rate targets based on the current performance of each subgroup, and expects larger improvements in the same timeframe from subgroups with lower baseline graduation rates. State progress toward achieving its long-term goals will be monitored by measuring progress against the interim goals at regular intervals.

Please note: Indiana has adopted a new statewide assessment, starting in the 2018-2019 school year. It changes the requirements for graduation, creating a graduation pathways approach while maintaining participation in a graduation qualifying exam. As such, graduation rate goals will require modification based on the new requirements.

- ii. Provide the baseline and long-term goals for the four-year adjusted cohort graduation rate in the table below.

Graduation Rate Goals by Subgroup				
Subgroup	Graduation Rate			
	Baseline	Year	Goal	Year
All Students	86.8	2016	93.4	2023
American Indian	83.0	2016	91.5	2023
Asian	89.4	2016	94.7	2023
Black	73.8	2016	86.9	2023
Hispanic	82.8	2016	91.4	2023

Multiracial	84.6	2016	92.3	2023
Native Hawaiian or Other Pacific Islander	80.9	2016	90.4	2023
White	89.5	2016	94.8	2023
Special Education	72.0	2016	86.0	2023
English Learners*	70.9	2016	85.4	2023
Free/Reduced Price Lunch	85.0	2016	92.5	2023

**English Learner goals are set by looking at students currently enrolled as English Learners as well as students who were reclassified as fluent English proficient within the last 4 years.*

C. English Language Proficiency.

- i. **Description.** Describe the State's uniform procedure, applied consistently to all English learners in the State, to establish research-based student-level targets on which the goals and measurements of interim progress are based. The description must include:
 1. How the State considers a student's English language proficiency level at the time of identification and, if applicable, any other student characteristics that the State takes into account (*i.e.*, time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education, if any).
 2. The applicable timelines over which English learners sharing particular characteristics would be expected to attain ELP within a State-determined maximum number of years and a rationale for that State-determined maximum.
 3. How the student-level targets expect all English learners to make annual progress toward attaining English language proficiency within the applicable timelines.

More than 112,000 Indiana students speak a language other than English at home, and there are over 275 different languages represented in Indiana schools. Of these, over 50,000 students have been formally identified as English learners due to limited proficiency in speaking, listening, reading, and writing academic English. Indiana is committed to ensuring that all English learners are held to the same rigorous college- and career-ready academic standards as their native English-speaking peers.

Indiana has adopted WIDA ACCESS for ELLs as the state's annual English language proficiency assessment. A student's overall composite proficiency level as determined by their first testing with the WIDA ACCESS for ELLs assessment is considered their initial proficiency level upon enrollment in an Indiana EL program.

Indiana will use a growth to target model to identify the type of movement each individual student made from the prior to current year. Each student will be assigned an annual growth target that is established based on the student's proficiency level upon initial identification as an English learner, the student's grade level, and the student's age. Each year after the student's initial identification and administration of the WIDA ACCESS 2.0, the student is expected to meet his annual growth toward

English language proficiency as defined through the individualized growth targets. Additionally, a student who attains proficiency on the ACCESS 2.0 assessment will be considered to have achieved his annual growth target. The individual student growth target will be reset annually based on the student's actual growth on WIDA ACCESS to account for more rapid growth at lower levels of English proficiency and slower growth at higher levels of English proficiency, and to ensure that the target aligns with the state long-term goal of attaining proficiency within six years.

Indiana's goal is for 63.0% of English learners to attain English language proficiency within six (6) years. The alignment of this goal with the English Language Proficiency Domain of the state accountability system promotes the attainment of this goal within the established timeline, and allows schools to monitor this subgroup annually within the six-year timeline of the state long-term goal.

The WIDA Consortium recently conducted a scoring standard setting for the WIDA ACCESS for ELLs 2.0 assessment. Indiana has only administered the WIDA ACCESS 2.0 assessment for two years, and therefore does not have longitudinal data to confidently and securely determine the statewide goal and timeline for the attainment of English language proficiency for its English learner population. As such, Indiana will revisit the 63.0% threshold and the six-year timeline as more years of data become available to ensure that the goal is sufficiently rigorous and achievable.

- ii. Describe how the SEA established ambitious State-designed long-term goals and measurements of interim progress for increases in the percentage of all English learners in the State making annual progress toward attaining English language proficiency based on 1.C.i. and provide the State-designed long-term goals and measurements of interim progress for English language proficiency.

Second language acquisition research shows that the average timeline to acquire academic language proficiency in a second language ranges from five to seven years. Indiana's timeline of six years is designed to align with a research-based understanding of the trajectory of language acquisition and to maintain rigor and achievability. Due to the scoring changes made to WIDA ACCESS for the 2016-2017 administration, and the lack of longitudinal data within Indiana due to transitioning from the LAS Links assessment to WIDA ACCESS and then to WIDA ACCESS 2.0, Indiana has set the long-term goal based on previous English proficiency data and second language acquisition regarding appropriate timelines for language acquisition. After multiple years of reliable ACCESS data are available, Indiana intends to analyze our statewide data in conjunction with the WIDA consortium to determine if adjustments to the state long-term goal are necessary.

Indiana's goal is for 63.0% of English learners (as identified by 2016-2017 baseline data) to attain English language proficiency within six (6) years. The alignment of this goal with the English Language Proficiency Domain of the state accountability system promotes the attainment of this goal within the established timeline, and allows schools to monitor this subgroup annually within the six-year timeline of the state long-term goal.

As indicated above, Indiana will use a growth to target model to identify the type of movement each individual student made from the prior to current year. The individual student growth target will be reset annually based on the student's actual growth on WIDA ACCESS to account for more rapid growth at lower levels of English proficiency and slower growth at

higher levels of English proficiency, and to ensure that the target aligns with the state long-term goal of attaining proficiency within six years.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
English learners	WIDA ACCESS 2015-2016: 26% of students attained English proficiency on the WIDA ACCESS assessment	Rather than simply looking at the number and percentage of students attaining proficiency each year, Indiana's long-term state goal is for 63% of students to attain English proficiency within a six-year timeline. Students will be tracked as a cohort within the six year period, and interim progress will be tracked through their annual growth to target measure. By 2023, 63% of Indiana's English learners (as determined by 2016-2017 baseline data) will achieve English language proficiency.

Section 2: Consultation

2.1 Consultation.

Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

- A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

[Public notice for each ESSA Community Meeting was posted in compliance with Indiana Code.](#)

- B. Outreach and Input.** For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:
- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan

available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

Community Meetings

From March to April 2017, IDOE hosted nine community meetings across the state, one in every congressional district in Indiana. The goal was to engage families, teachers, paraprofessionals, specialized support personnel, principals, administrators, business and community leaders, members of civil rights organizations, institutions of higher education, and any other member of a given community who wanted to provide input in the development of the state plan.

The meetings were designed to ensure working people had an opportunity to participate. Meetings were held in the evening (at either 6:30 or 7:30 p.m. local time) in partnership with local community organizations like community centers, colleges and universities, civil rights organizations and libraries.

Below is a chart with dates, times, and locations of the Community Meetings:

Date	Location	District
March 16, 2017 6:30-8:00pm CT (7:30-9:00pm ET)	Evansville Evansville-Vanderburgh Library - North Park Branch 960 Koehler Drive Evansville, IN 47710	8
March 29, 2017 6:30-8:00pm CT (7:30-9:00pm ET)	Merrillville Merrillville Branch of the Lake County Public Library 1919 81st Avenue Merrillville, IN 46410	1
April 3, 2017 6:30-8:00pm ET	Kokomo Indiana University Kokomo Kresge Auditorium 2300 S Washington Street Kokomo, IN 46902	5
April 4, 2017 6:30-8:00pm ET	Indianapolis Indianapolis Urban League 777 Indiana Avenue Indianapolis, IN 46202	7
April 6, 2017 7:00-8:30pm ET	New Albany Griffin Recreation Center 1140 Griffin St. New Albany, IN 47150	9

April 11, 2017 6:30-8:00pm ET	Goshen Goshen College Church-Chapel Building, South Entrance 1700 South Main Street Goshen, IN 46526	2
April 12, 2017 6:30-8:00pm ET	Richmond Morrisson-Reeves Library 80 North 6th Street Richmond, IN 47374	6
April 19, 2017 6:30-8:00pm ET	Lafayette Tippecanoe County Public Library 627 South Street Lafayette, IN 47901	4
April 20, 2017 6:30-8:00pm ET	Fort Wayne Fort Wayne Urban League 2135 Hanna Street Fort Wayne, IN 46803	3

Meetings were structured to maximize public conversation. After a brief introduction from Superintendent Jennifer McCormick or IDOE Chief of Staff Lee Ann Kwiatkowski, each participant moved into a small group to discuss one key issue in ESSA. Those groups were usually facilitated by a local teacher or community leader. Questions were designed to be accessible to any stakeholder, whether a participant worked in education or not. Participants chose one of the following key questions to consider and discuss:

- A. How can we determine how our schools are doing?
- B. How should we communicate how our schools are doing?
- C. How should we support ALL students?
- D. How can we improve our schools in need?

After discussing the question, each group nominated one person to share the list of recommendations to answer that specific question with the larger group. Those lists were compiled and used to support the drafting of sections of the Indiana ESSA plan.

The IDOE was fortunate to have many state education policymakers on hand to listen to community stakeholders. Every member of the Indiana State Board of Education (INSBOE) attended at least one ESSA meeting. Many attended multiple meetings, and one attended eight of the nine. Superintendent McCormick participated in seven of the nine community meetings personally, and required that each member of the IDOE cabinet participate in at least one. In many cases, local education leaders like superintendents and school board members participated in the discussion.

Technical Assistance Working Groups

To help advise the writing process on the technical elements of the ESSA plan, IDOE formed Technical Assistance Working Groups. Members included teachers, principals, administrators,

community organization leaders, State Board of Education members and staff, members of the governor's staff, and experts in specific technical fields. The groups were led by the IDOE staff member responsible for the initial draft of each ESSA section. The working groups included the following subject areas:

1. Accountability
2. Assessments
3. Supporting all Students
4. Supporting Excellent Educators

The working groups met three times in the months of May and June. They will meet again in July to review public feedback from the first draft.

First Draft and Public Comment

On June 30, IDOE published its first draft of the state ESSA Plan for public review. For each section, IDOE provided online surveys to gather responses. Survey questions were developed by the ESSA section drafters in areas where more public feedback was crucial. The plan will also be presented to the Indiana State Board of Education (INSBOE) on July 12. State law empowers the INSBOE to make decisions regarding portions of the ESSA plan.

Feedback from the public survey, feedback from the Technical Assistance Working Groups, and decisions by the INSBOE will inform the final draft that will be submitted to the governor for review.

- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

Throughout the month of July, the public will have an opportunity to weigh in on the first draft of the state ESSA plan through public surveys. The IDOE section drafters have developed a set of questions in areas where they require more public input. The public also has an opportunity to comment on any portion of the plan that may need more engagement.

Public feedback was integral to some of the key choices made in Indiana's plan. Here are a few examples of how public engagement shaped the first draft of the plan.

Culture and Climate Surveys or Assessments

At community meetings and in Technical Assistance Working Groups, there was strong support for climate and culture surveys, either to support struggling schools or for accountability purposes. Parents, educators, community members at community meetings and policy experts on the Technical Assistance Working Groups agreed that the department needs to work on a better measure of culture and climate. There was wide agreement that those elements of school are both vital and challenging to measure. The IDOE plans to begin a pilot of culture and climate surveys with struggling schools, with the goal of producing a proposal for statewide implementation.

Social and Emotional Supports

Another consistent theme heard at community meetings was the need for greater social and emotional supports of students. Stakeholders emphasized that the well-being of the whole child is essential for academic success.

Based on stakeholder feedback, IDOE will include social and emotional supports as a category choice for its Student Support and Academic Enrichment Grants provided through Title IV, Part A in ESSA. Public LEAs and Public Charters will have an opportunity to apply for these funds through a competitive grant process.

- C. Governor's consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.

Throughout the ESSA plan drafting process, IDOE worked to engage state policymakers at multiple points during the process. At each stage of the drafting process, we have included Governor Holcomb's Director of Education Policy, PJ McGrew. McGrew served as a member of the Accountability Technical Assistance Working Group. McGrew was also provided drafts of ESSA sections to review prior to the June 30 public release date.

Over the course of the month of July, IDOE will continue to work with the governor's staff and other state agency staff members to ensure the plan incorporates stakeholder feedback.

Date SEA provided the plan to the Governor: *The IDOE intends to submit the ESSA Plan to the Governor on August 15, 2017.*

Check one:

- ☐ The Governor signed this consolidated State plan.
☐ The Governor did not sign this consolidated State plan.

Section 3: Academic Assessments

Instructions: As applicable, provide the information regarding a State's academic assessments in the text boxes below.

- A. Advanced Mathematics Coursework.** Does the State: 1) administer end-of-course mathematics assessments to high school students in order to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA; and 2) use the exception for students in eighth grade to take such assessments under section 1111(b)(2)(C) of the ESEA?
- ☐ Yes. If yes, describe the SEA's strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C) and 34 C.F.R. § 200.5(b)(4).
- ☐ No.

End-of-course assessments will be developed in 2017-18 and aligned to the content for the Algebra I Indiana Academic Standards. As part of this process, educators will define content appropriate for the end-of-course assessment to be delivered utilizing a technology platform. Blueprints and test and item specifications will be developed utilizing educator committees of 8-10 participants representative of student populations across the state.

Indiana House Enrolled Act 1003 allows for the administration of a college entrance exam and the application of the score to fulfill a student's graduation requirement. Graduation pathways will be determined during the summer of 2017 and a formal request for proposals will be conducted in fall 2017. The Indiana State Board of Education formalizes policy for the assessments in the state of Indiana.

- B. Languages other than English.** Describe how the SEA is complying with the requirements in section 1111(b)(2)(F) of the ESEA and 34 C.F.R. § 200.6(f) in languages other than English.
- i. Provide the SEA's definition for "languages other than English that are present to a significant extent in the participating student population," consistent with 34 C.F.R. § 200.6(f)(4), and identify the specific languages that meet that definition.

English learners in Indiana speak over 270 languages. Spanish speakers represent 71.92% of the language minority student population of Indiana and Spanish is the only language other than English that is present to a significant extent.

The state must consider other languages present to a significant extent in distinct populations or LEAs. Indiana does have a concentration of refugee students in 4 LEAs who speak Burmese and Chin. However, Indiana will need to determine whether assessment in these languages represents the language most likely to yield accurate data considering the limited literacy skills of refugee students in their native languages. ILEARN will assess in Spanish for content areas not compromised by the translation.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

ILEARN will be offered in Spanish for Mathematics and Science. Portions of

English/Language Arts may be offered, but will be reviewed in 2017-18 to ensure the content being assessed is not compromised.

- iii. Indicate the languages other than English identified in B.i. above for which yearly student academic assessments are not available and are needed.

Spanish

- iv. Describe how the SEA will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population by providing:

1. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 C.F.R. § 200.6(f)(4);

The state expects ILEARN to be offered in Spanish as a minimum requirement. Through the request for proposal process in spring 2017, potential bidders may propose the licensure by the State of an existing item bank. Through a licensed item bank, Indiana may decide additional languages offered by the bidder may be utilized. Indiana anticipates translating items into four languages including Spanish beginning with the 2018-19 school year.

2. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

Indiana's accountability panel identified this as an area of need for newcomers who should be assessed in their native language to gather a true picture of their content area knowledge. The SEA has discussed this need with our state English Learner Director Leadership group and will collect feedback from parents and families through the Immigrant Welcome Center, migrant parent advisory councils, Burmese American Community Institute, and related stakeholders.

3. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

Indiana will incorporate the inclusion of assessments in Spanish in its request for proposals for the state content area assessments in reading, mathematics, and science.

Section 4: Accountability, Support, and Improvement for Schools

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with 34 C.F.R. §§ 200.12-200.24 and section 1111(c) and (d) of the ESEA. Each SEA may include documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

4.1 Accountability System.

Instructions: Each SEA must describe its accountability, support, and improvement system consistent with §§ 200.12-200.24, §299.17 and with section 1111(c) and (d) of the ESEA. Each SEA may include any documentation (e.g., technical reports or supporting evidence) that demonstrates compliance with applicable statutory and regulatory requirements.

- A. **Indicators.** Describe the measure(s) included in each of the Academic Achievement, Academic Progress, Graduation Rate, Progress in Achieving English Language Proficiency, and School Quality or Student Success indicators and how those measures meet the requirements described in §200.14(c)-(e) and section 1111(c)(4)(B) of the ESEA for all students and separately for each subgroup of students used to meaningfully differentiate all public schools in the State. The description should include how each indicator is valid, reliable, and comparable across all LEAs in the State. For the School Quality or Student Success measure, the description must also address how the indicator is supported by research that performance or progress on such measures is likely to increase student achievement and graduation rates and aids in the meaningful differentiation of schools by demonstrating varied results across all schools in the State.

B.

Indicator	Measure	Description	Implementation
Academic Achievement	<ul style="list-style-type: none">ISTEP+ for grades 3-8 & 10ISTAR for students with most significant cognitive disabilities	<ul style="list-style-type: none">School-level proficiency rate and participation rate in the subject areas of English/language arts and Mathematics for grades 3-8 and 10, measured annually based on the statewide annual assessment and alternate assessmentIncludes growth metric for grade 10 that's calculated in the same manner as the academic progress indicator for grades 4-8Includes an improvement metric for grade 12 based on the increase in number of proficient students on the graduation qualifying exam from	<ul style="list-style-type: none">Beginning with SY2018Utilizes ISTEP+ & ISTAR through SY2018Utilizes ILEARN, English 10 and Algebra I End of Course Assessments & alternate assessments beginning SY2019

		grade 10 to grade 12	
Academic Progress	<ul style="list-style-type: none"> • ISTEP+ for grades 4-8 • Growth to Proficiency Table—combines growth to standard model using student growth percentiles, and value table model 	<ul style="list-style-type: none"> • School-level growth score determined by points awarded under the Growth to Proficiency Table in the subject areas of English/language arts and Mathematics for grades 4-8 , measured annually based on the statewide annual assessment 	<ul style="list-style-type: none"> • Beginning with SY2018 • Utilizes ISTEP+ through SY2018 • Utilizes ILEARN beginning SY2019
Graduation Rate	<ul style="list-style-type: none"> • Four-year adjusted cohort graduation rate • Extended-year adjusted cohort graduation rate (five-year) 	<ul style="list-style-type: none"> • School-level four-year graduation rate, plus the difference between five-year and four-year graduates 	<ul style="list-style-type: none"> • Beginning with SY2018 • Utilizes most recently finalized graduation cohort; for SY2018, will use the 2017 cohort for the four-year calculation and the 2016 cohort for the five-year calculation
Progress in Achieving English Language Proficiency	<ul style="list-style-type: none"> • WIDA ACCESS 2.0 • Growth to Standard model 	<ul style="list-style-type: none"> • Percent of English learners who have either attained English language proficiency or met annual growth target during the school year being assessed 	<ul style="list-style-type: none"> • Beginning with SY2018 • Utilize WIDA ACCESS 2.0 results from SY2018—growth measured between SY2017 and SY2018 results
School Quality or Student Success—College- and Career-Readiness	Achievement of postsecondary and workforce readiness indicators	<ul style="list-style-type: none"> • Percent of graduates at the school who demonstrated college- and career-readiness 	<ul style="list-style-type: none"> • Beginning with SY2018 • Utilizes most recently finalized graduation cohort; for SY2018, will use the 2017 cohort

School Quality or Student Success—Student Attendance	Addressing Chronic Absenteeism	<ul style="list-style-type: none"> Percent of students at the school that meet one of two definitions of a “model attendee” –persistent attendee or improved attendee 	<ul style="list-style-type: none"> Beginning with SY2018
School Quality or Student Success - School Culture	Culture and Climate Assessment	<ul style="list-style-type: none"> TBD 	<ul style="list-style-type: none"> TBD

Indiana’s Student-Centered Accountability System

Indiana’s State Board of Education is the body responsible for adopting the statewide accountability system. Therefore, some components of this plan are yet to be determined given the need for State Board action. Further, all components within this plan are tentative, pending State Board approval.

The following guiding principles were applied when developing this plan:

- The accountability system should be student-centered, and set targets that encourage high expectations and increased levels of achievement for all students.
- The accountability system should be comprehensible, and provide actionable information for schools to utilize in improving educational opportunities for its students.
- To the extent practicable, the accountability system should reflect the complex nature of education.
- The accountability system should focus attention on schools that need support in order to provide all students in the State with an equitable academic experience that contributes to postsecondary and workforce success.

Indiana’s student-centered accountability be based on five indicators: academic achievement, academic progress, graduation rate, school quality/student success and English learner proficiency.

- Academic Achievement Indicator
 - Purpose: to recognize that proficiency demonstrates the work schools are doing toward student mastery of grade-level standards
 - Goal: indicator should consider students at all levels of performance, rewarding students that achieve high levels of proficiency accordingly, and acknowledging the efforts of students toward achieving proficiency
- Academic Progress Indicator
 - Purpose: to recognize that growth demonstrates the work schools and students are doing to improve academically
 - Goal: indicator should acknowledge and reward students and schools that are demonstrating or exceeding the expected annual improvement or growth toward

proficiency; and identify students and schools that are not demonstrating adequate improvement for assistance and resources

- Graduation Rate Indicator
 - Purpose: to recognize that the capstone of a K-12 education is preparedness for postsecondary education or workforce entrance
 - Goal: indicator should consider the different graduation paths of each student, and provide varied opportunities to adequately equip students for the next stage.
- School Quality/Student Success Indicator
 - Grades 3-8
 - Purpose: to recognize the impact of school environment on the social and academic cultivation of students.
 - Goal: indicator should consider student preparedness, which can be determined through early warning indicators; and consider the importance of a safe and accepting environment for students that is conducive to learning and success.
 - Grades 9-12
 - Purpose: to recognize that the capstone of K-12 education is preparedness for postsecondary education or workforce entrance
 - Goal: indicator should consider the different graduation paths of each student, and provide varied opportunities to adequately equip students for the next stage.
- English Language Proficiency Indicator
 - Purpose: to recognize that proficiency of the English language is vital to academic success of the English learner population in the K-12 environment and beyond
 - Goal: indicator should reward students and schools for working toward proficiency and language acquisition, and for demonstrating improvement or growth from year to year

In an effort to establish a transparent system, Indiana utilizes an A-F letter grade system. Points are awarded for each indicator, and the individual indicator scores culminate into the overall rating for the school. The following scale is used to determine which letter grade is awarded to a school:

90.0 – 100.0+ points = A
80.0 – 89.9 points = B
70.0 – 79.9 points = C
60.0 – 69.9 points = D
0.0 – 59.9 points = F.

Academic Achievement Indicator

The Academic Achievement Indicator is based on the same measure as the statewide long-term goal for academic achievement, and is aligned to the long-term goal of increasing statewide proficiency levels for all students and for each subgroup. The Academic Achievement Indicator measures the performance of all students. Performance results of individual subgroups on the Academic Achievement Indicator will be reported out annually.

A school receives a score for the Academic Achievement Indicator based on a proficiency rate and a participation rate. The proficiency rate identifies the percentage of students who receive a “Pass” or “Pass

Plus” on the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) assessment or the Indiana Standards Tools for Alternate Reporting (ISTAR) assessment in the subject areas of English/language arts and Mathematics respectively. The participation rate considers how many students participated in the assessment. The proficiency rate and participation rate for each subject are multiplied together to yield a score. If a school satisfies the requirement to assess at least 95 percent of the students enrolled at the school during the test window, then the participation multiplier defaults to one. If a school fails to satisfy the 95 percent participation rate requirement, then the proficiency rate for the respective subject area is multiplied by the actual participation rate. The English/language arts score and the Mathematics score are then weighted equally to yield the overall Academic Achievement Indicator score.

For example, if a school has a proficiency rate of 80 percent and a participation rate of 90 percent on the math assessment, then the math score for the Academic Achievement Indicator would be calculated as follows: 80 (proficiency rate points) * .90 (participation rate multiplier) = 72.0 points. If the school would have satisfied the 95 percent participation rate, then the math score would equal the actual proficiency rate since the participation rate multiplier would default to 1.

It is important to note that the proficiency rate score considers students enrolled at the school for at least 162 days, or 90 percent of the school year, whereas the participation rate score considers students enrolled at the school during the test window regardless of overall enrollment.

Calculation Example:

English/Language Arts Score

$$\frac{\text{\# students passing assessment}}{\text{\# students taking assessment}} \times \frac{\text{\# students taking assessment}}{\text{\# students enrolled during test window}}$$

Math Score

$$\frac{\text{\# students passing assessment}}{\text{\# students taking assessment}} \times \frac{\text{\# students taking assessment}}{\text{\# students enrolled during test window}}$$

Overall Academic Achievement Indicator Score

$$(\text{English/Language Arts Score} + \text{Math Score}) / 2$$

A measure of growth is also included for grade 10, and an explanation of how this growth is measured may be found under the “Academic Progress Indicator” section.

It is important to note that Indiana will see a change in its annual statewide assessment beginning with the 2018-19 school year. Students in grades 3 through 8 and 10 will be assessed annually based on the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) assessment program for English/language

arts and Mathematics, which includes end-of-course assessments in English 10 and Algebra I. Indiana is currently in the process of developing these new assessments, and will need to reassess the Academic Achievement Indicator and the Academic Achievement goal during and after this assessment transition.

Academic Progress Indicator

A school receives a score for the Academic Progress Indicator based on the points generated from the “growth to proficiency table” by each individual student. The growth to proficiency table uses a combination of the growth to target model and the value table growth model to identify the type of movement each individual student made from the prior to current year. Each student is assigned to a “prior year status” group based on the proficiency score received on the annual statewide assessment in the immediately preceding school year. The three proficiency statuses of “Pass Plus”, “Pass”, and “Did Not Pass” are broken into sub-statuses in order to capture all levels of movement. Then, an observed growth score is identified for each student. The observed growth score equates to the student growth percentile ranking, which measures how a student performed on the current year assessment when compared with Indiana students who had similar achievement on the previous year’s assessment. The student’s prior year status and observed growth score are cross-referenced to identify the target range under which the student fell. These target ranges are established based on historical data that anchor the definitions of “low”, “standard”, or “high” movement so that target ranges falling under the “standard” movement column reflect the expectation of one year of learning; target ranges falling under the “low” movement column reflect growth below the typically expected amount of annual movement; and target ranges falling under the “high” movement column reflect growth above the typically expected amount of annual movement, with movement towards proficiency specifically not passing the assessment.

	LOW MOVEMENT		STANDARD MOVEMENT		HIGH MOVEMENT	
Prior Year Status	Target Range	Points Awarded	Target Range	Points Awarded	Target Range	Points Awarded
Pass Plus 2	0-45	50	46-64	100	65-99	150
Pass Plus 1	0-45	50	46-64	100	65-99	150
Pass 3	0-45	50	46-64	100	65-99	150
Pass 2	0-44	50	45-62	100	63-99	150
Pass 1	0-43	50	44-59	100	60-99	150

Did Not Pass 3	0-35	0	36-54	75	55-99	175
Did Not Pass 2	0-30	0	31-54	75	55-99	175
Did Not Pass 1	0-25	0	26-54	75	55-99	175

A school receives a score for the Academic Progress Indicator based on points earned through demonstrations of growth made by each individual student on the annual statewide assessment for grades 4-8 and 10 in the subject areas of English/language arts and Mathematics respectively. The scores for English/language arts and Mathematics are weighted equally to yield the overall Academic Progress Indicator score. The Academic Progress Indicator measures the performance of all students. Performance results of individual subgroups on the Academic Progress Indicator will be reported out annually.

The Academic Progress Indicator for grades 9-12 also includes an improvement indicator that considers how many students who did not pass the graduation qualifying exam during the first administration were able to pass the graduation qualifying exam on a subsequent administration prior to graduation. Because Indiana will be shifting away from a graduation qualifying exam, the 10-12 improvement score will be phased out.

Calculation Example:

English/Language Arts Score

$$\frac{\text{Sum of observed growth points per student}}{\text{\# students receiving observed growth points}}$$

Math Score

$$\frac{\text{Sum of observed growth points per student}}{\text{\# students receiving observed growth points}}$$

Overall Academic Progress Indicator Score

$$(\text{English/Language arts growth score} + \text{Math growth score}) / 2$$

10-12 Improvement Score

$$(\text{Percentage of students that passed the E/La Assessment in Grade 12} - \text{Percentage of students that passed the E/La Assessment in Grade 10}) * 10$$

Repeated for Math and added to subject area growth score

With the change in statewide assessments beginning with the 2018-19 school year, Indiana anticipates reevaluation of the Growth to Proficiency table to ensure that the prior year status cuts and target ranges for each movement type are statistically valid and accurately reflect academic progress. Further, any amendments to the table will ensure meaningful differentiation.

Graduation Rate Indicator

The Graduation Rate indicator is based on two metrics: the four-year graduation rate, and the five-year graduation rate improvement. The four-year graduation rate metric uses the four-year adjusted cohort graduation rate as defined by Sec. 8101(25)(A) of Title VIII of the Elementary and Secondary Education Act (ESEA). A school that attains a four-year adjusted cohort graduation rate of 90.0 percent or higher will receive a full 100.0 points for this indicator. If a school's four-year adjusted cohort graduation rate is less than 90 percent, then the four-year graduation rate score equates to the actual graduation rate (e.g., four-year adjusted cohort graduation rate = 85.4% = 85.4 points).

The five-year graduation rate improvement metric considers how many more students the school was able to graduate at the end of five years. The difference between the five-year adjusted cohort graduation rate and the four-year adjusted cohort graduation rate for the same cohort is used to identify the additional students that graduated, and points are awarded based on this difference. For example, if a school's four-year adjusted cohort graduation rate was 80.0 percent and its five-year adjusted cohort graduation rate for the same cohort of students was 88 percent, then the school would receive 8 points for the five-year graduation rate improvement score ($88.0\% - 80.0\% = 8.0$ points).

The sum of the four-year graduation rate score and the five-year improvement score yields the overall Graduation Rate Indicator score. The Graduation Rate Indicator measures the performance of all students. Performance results of individual subgroups on the Graduation Rate Indicator will be reported out annually.

Calculation Example:

Four-Year graduation score

$$\frac{\# \text{ graduates in cohort}}{\# \text{ students in cohort}}$$

If rate $\geq 90.0\%$, then score defaults to 100.0%, or 100.0 points

Five-Year improvement score

$$\frac{\# \text{ five year grads in previous cohort}}{\# \text{ students in previous cohort}} \quad -- \quad \frac{\# \text{ four year grads in previous cohort}}{\# \text{ students in previous cohort}}$$

Overall Graduation Rate Indicator score:

Four-year graduation score + five-year improvement score

English Language Proficiency Indicator

Indiana administers the WIDA ACCESS 2.0 to English learners in grades K-12 as its annual English language proficiency assessment to measure attainment of English language proficiency. Student growth toward and achievement of proficiency, as measured by the WIDA ACCESS 2.0 assessment, will be the basis of the English Language Proficiency Indicator, and will be applicable to grades K-12. The English Language Proficiency Indicator will be incorporated in the statewide accountability system for the first time beginning with the 2018 school year.

Indiana will use the growth to target model to identify the type of movement each individual student made from the prior to current year. Each student will be assigned a student growth percentile ranking and an annual growth target that is established based on the student's proficiency level, grade level and age upon initial identification as an English learner. Each year after the student's initial identification and administration of the WIDA ACCESS 2.0, the student is expected to make acceptable growth toward English language proficiency. As such, a student who meets or exceeds her annual growth target will count toward the school's English language proficiency score. Additionally, a student who attains proficiency on the WIDA ACCESS 2.0 assessment will count toward the school's English language proficiency score. The percent of English learners who meet or exceed the annual growth target or attain proficiency will determine the overall English Language Proficiency Indicator score.

Calculation Example:

$$\frac{\# \text{ ELs hitting annual growth target} + \# \text{ ELs attaining English language proficiency}}{\text{Total \# ELs}}$$

The WIDA Consortium recently reset cut scores for Levels 1 through 5 on the WIDA ACCESS 2.0 assessment. Indiana has only administered the WIDA ACCESS 2.0 assessment for two years, and therefore does not have longitudinal data to confidently determine the student growth targets, statewide goal or timeline for the attainment of English language proficiency for its English learner population at this time. As such, Indiana will revisit the English Language Proficiency Indicator calculation as more years of data become available.

School Quality or Student Success Indicator

The vision for the School Quality/Student Success Indicator is that it be made up of measures for culture, climate and academic achievement beyond English/language arts and Mathematics. Further, the measures of the School Quality/Student Success Indicator should be actionable and directly correlated with student achievement and growth.

The School Quality/Student Success Indicator for grades 9-12 is a college- and career-readiness achievement rate that is calculated for grade 12. This metric considers how many graduates completed an activity to prepare for postsecondary education or demonstrate workforce readiness. The college- and career-readiness achievement rate is based on the total number of graduates who completed at least one of the following:

- Earned a passing score on an International Baccalaureate exam;
- Earned a passing score on an Advanced Placement exam;
- Earned at least three (3) college credit hours from an approved course; or
- Earned an approved industry certification.

Indiana has established a goal that at least 25 percent of graduates demonstrate college- or career-readiness. Therefore, if a school's college- and career-readiness achievement rate is 25 percent or higher, then its college- and career-readiness achievement score defaults to 100.0 points. If this achievement rate is below 25 percent, then the actual achievement rate is multiplied by a state goal to yield the final overall domain score.

Calculation Example:

$$\frac{\text{\#Passed AP Exam} + \text{\#Passed IB Exam} + \text{\#Earned Dual Credit} + \text{\#Earned Industry Certification}}{\text{Total Number of Graduates}} * 25\%$$

It is recommended that the initial School Quality/Student Success Indicator for grades K-8 be a measure to address chronic absenteeism. Chronic absenteeism is an early warning indicator of academic risk and dropout. There is a vast body of research that demonstrates a correlation between student attendance and academic and performance outcomes for students, including achievement, graduation rates and dropout rates. Specifically, research indicates a negative correlation between proficiency and graduation rates and chronic absenteeism, and a positive correlation between dropout rates and chronic absenteeism (Schanzenbach, Bauer & Mumford, 2016). A study of Chicago Public Schools found that high numbers of absences in middle and high school were tied to a lack of credit accumulation, lower grade-point average, and reduced odds of graduation from high school (Allensworth, Gwynne, Moor, de la Torre, 2014). Further, a student in California found that only 17 percent of chronically absent students were proficient readers by the end of grade 3 as compared to 64 percent of students who missed less than 5 percent of the school year (Bruner, Discher & Chang, 2011). A review of Indiana's 2015 cohort found that students who graduated in four years missed an average of approximately six days over their school career as compared to an average of approximately 12 days for dropouts over their school career.

In order to address chronic absenteeism, the School Quality/Student Success indicator will consider two the percent of "model attendees" at the school during the school year being assessed. A "model attendee" is defined as either a student who demonstrated persistent attendance during the school year, or demonstrated improved attendance from the previous school year.

A recent study of elementary schools in urban districts found that schools with average daily attendance rates higher than 97 percent rarely have a problem with chronic absenteeism (Bruner, Discher & Chang, 2011). This data led to the definition of a “persistent attendee” as a student who has attended school for at least 98.33% percent of her enrollment during the school year. Establishing the threshold for a persistent attendee above 97 percent securely demonstrates a lack of problems with chronic absenteeism at the school.

In order to acknowledge improvement made over time to address chronic absenteeism, the definition of a “model attendee” also includes a student who has demonstrated improved attendance from the previous school year. Specifically, a student whose percent of days attended during the school year being assessed increased at least 3 percent over the previous school year is considered to be improving in attendance. A student who sees a 3 percent increase in attendance would be attending school for approximately six (6) more days than the previous school year. By improving a student’s attendance by 3 percent over the previous school year, a student is closing the gap between being chronically absent and persistently attending.

A final score is generated based on the percent of model attendee students at the school. The initial goal is for each school to have at least 50 percent of its student body meeting the definition of a “model attendee”.

Calculation Example:

$$\frac{\# \text{ Persistent Attendees} + \# \text{ Improving Attendees}}{\text{Total Number Students Enrolled}} * 50\%$$

A Note on the Climate and Culture Assessment/Survey

The long-term goal for the School Quality/Student Success Indicator is to utilize a school climate and culture assessment. Strong support from stakeholders was given to the inclusion of a school culture and climate assessment. Indiana recognizes that further work needs to be done before a climate and culture assessment may be successfully implemented in a statewide accountability system, including an audit of statewide capacity; a review of necessary resources; a study of what climate and culture metrics are valued; and a scan of current data collections to determine where data collections may need to be expanded. Indiana will work with state, district and school leaders in education to develop the long-term culture and climate indicator during the 2017-18 school year; and intends to bring forth a proposal during the summer of 2018. This proposal will also include a timeline and roll-out plan to ensure that implementation of the indicator may be successful and contribute meaningful information

C. Subgroups.

- i. Describe the subgroups of students from each major and racial ethnic group, consistent with §200.16(a)(2).

Indiana’s accountability system includes the following subgroups when the minimum N count is met: All students, American Indian, African American, Asian, Hispanic, Multiracial, Native

Hawaiian/Pacific Islander, White, Students with Disabilities, English learners, and Economically Disadvantaged Students

- ii. If applicable, describe the statewide uniform procedures for:
 - a. Former English learners consistent with §200.16(b)(1).

For accountability calculations, Indiana will uniformly continue to include the results of English learners previously identified as Limited-English Proficient that have been re-designated as Fluent-English Proficient in the English learner subgroup for an additional four years after re-designation as Fluent-English Proficient.

- b. Recently arrived English learners in the State to determine if an exception is appropriate for an English learner consistent with section 1111(b)(3) of the ESEA and §200.16(b)(4).

Indiana will uniformly apply statewide flexibility as it pertains to English learners that have recently arrived in the United States. Indiana defines a “recently arrived English learner” as an English learner enrolled in US schools for less than twelve (12) cumulative months during the school year. Indiana will uniformly apply statewide flexibility for recently arrived English learners to provide three (3) years before fully incorporating the achievement results of recently arrived English learners in accountability determinations. In year one, recently arrived English learners will participate in the statewide annual assessment, but results will be excluded from accountability calculations and determinations. In year two, recently arrived English learners will participate in the statewide annual assessment, and growth scores only will be included in accountability calculations and determinations. In year three and beyond, recently arrived English learners will participate in the statewide annual assessment, and achievement and growth scores will be included in accountability calculations and determinations.

- D. **Minimum Number of Students.** Describe the minimum number of students that the State determines are necessary to be included in each of the subgroups of students consistent with §200.17(a)(3).

Under the ESEA waiver, Indiana established multiple minimum numbers dependent on the accountability indicator. Specifically, a minimum number of 30 was established for proficiency determinations; a minimum number of 10 was established for graduation rate and college- and career-readiness determinations; and a minimum number of 40 was established for growth determinations. The minimum number of students for accountability determinations was a topic of discussion for the stakeholder workgroup. Emerging from this discussion were two primary schools of thought: all students should be included in accountability, and no students should be masked; and a lower n-size may have too large an impact on a school’s performance by skewing the perception of that

performance. There was certainly some difficulty in finding a balance between promoting accountability for all students and ensuring validity and reliability of accountability determinations. The final determination on the minimum number of students necessary to be included for accountability determinations will be made by the State Board.

Describe the following information with respect to the State's selected minimum number of students:

- i. How the State's minimum number of students meets the requirements in §200.17(a)(1);

The final determination on the minimum number of students necessary to be included for accountability determinations will be made by the State Board. The same minimum number will be applied consistently to all students and each subgroup depending on the purpose.

- ii. How other components of the statewide accountability system, such as the State's uniform procedure for averaging data under §200.20(a), interact with the minimum number of students to affect the statistical reliability and soundness of accountability data and to ensure the maximum inclusion of all students and each student subgroup under §200.16(a)(2);

Indiana's accountability system does not currently have procedures for averaging data.

- iii. A description of the strategies the State uses to protect the privacy of individual students for each purpose for which disaggregated data is required, including reporting under section 1111(h) of the ESEA and the statewide accountability system under section 1111(c) of the ESEA;

The use of a minimum of 10 students for the reporting subgroup size limitation has been Indiana's practice for a number of years. In addition, this practice is recommended in the National Center for Educational Statistics 2011 report. (U.S. Department of Education, National Center for Education Statistics, *Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting*, NCES 2011-603, accessed May 2, 2017 at <https://nces.ed.gov/pubs2011/2011603.pdf>)

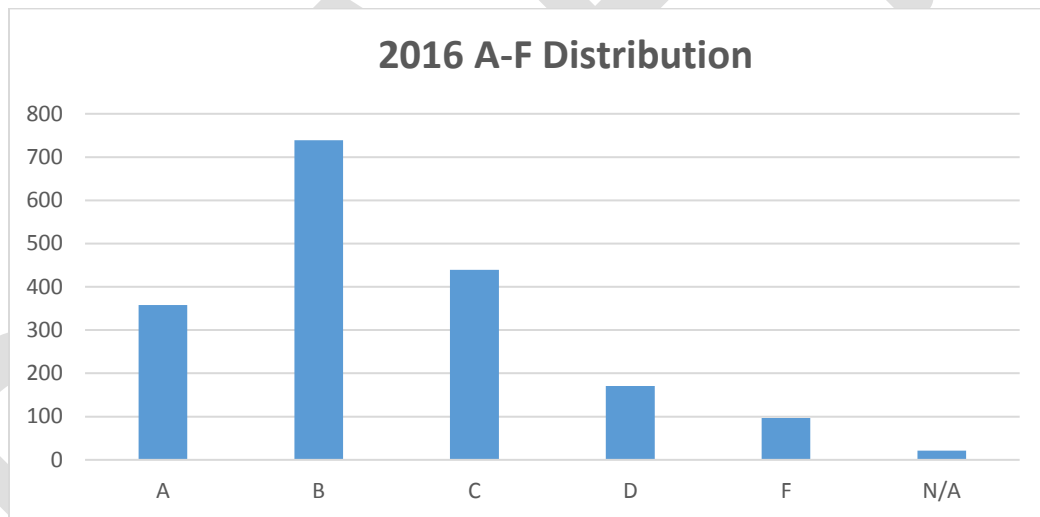
- E. **Meaningful Differentiation.** Describe the State's system for meaningfully differentiating all public schools in the State, including public charter schools, consistent with the requirements of section 1111(c)(4)(C) of the ESEA and §§ 200.12 and 200.18.

Indiana utilizes an A-F grading system that is based on a 0.0 – 100.0 point scale. The summative score, as reflected by the letter grade assigned to the school after indicators are appropriately weighted to reflect the available indicators for the school. Summative ratings and associated data will

be calculated for all students and each subgroup, and shared with the public in a data dashboard format on the Department’s website.

In 2016, Indiana saw the following distribution of overall A-F letter grades for public schools:

2016 Overall A-F Distribution	
A	358
B	739
C	439
D	171
F	97



In reviewing the results from the 2015-16 school year, some concerns arose regarding whether the indicators within the accountability system “meaningfully differentiated” schools. The final determination on the definition of “meaningful differentiation” and any associated changes to ensure that these indicators provide for meaningful differentiation will be made by the State Board.

	Academic Achievement		Academic Progress		Graduation Rate		School Quality Student Success	
A	21	1.10%	1107	72.02%	288	72.91%	360	93.51%
B	154	8.05%	281	18.28%	70	17.72%	2	0.52%
C	351	18.35%	105	6.83%	14	3.54%	3	0.78%

D	462	24.15%	35	2.28%	3	0.76%	6	1.56%
F	925	48.35%	9	0.59%	20	5.06%	14	3.64%

Describe:

- i. The distinct levels of school performance, and how they are calculated, under §200.18(b)(3) on each indicator in the statewide accountability system;

Each A-F letter grade is based on the points accumulated from each indicator within the accountability system that is applicable and available for the school. The 0.0 – 100.0 point scale applied to each indicator score is also applied to the overall A-F letter grade. As mentioned above, each indicator receives its own score, and then these indicators scores are weighted accordingly to yield the final summative rating. This summative rating indicates the distinct level of performance for each school.

- ii. The weighting of each indicator, including how certain indicators receive substantial weight individually and much greater weight in the aggregate, consistent with §200.18(c) and (d).

The weightings of each indicator are dependent upon which indicators are available for each respective school. An indicator may not be available for a school due to small student population or lack of applicable grades. In order to accommodate for the fact that some schools will not have all domains available, Indiana's accountability system recalibrates by distributing the weight of any missing indicator to the remaining indicators in a proportionate manner. Weights of indicators differ based on grade span to emphasize priorities and state education policies at different levels of the education.

In Indiana's accountability system, the academic indicators receive substantial weight individually, and in aggregate much greater weight than the School Quality or Student Success Indicators. Since the school quality/student success indicator is a new component of the statewide accountability system in Indiana, and does not yet fully reflect the vision for the indicator, the indicator has been initially assigned a small weight of the overall accountability system. As the School Quality/Student Success Indicator for grades 3-8 becomes a more stable metric, and Indiana expands this indicator to include a culture and climate assessment, the weight of the school quality/student success indicator will increase in the overall accountability system.

Below are summary tables that identify the weights of each indicator dependent upon which indicators are available:

Grades 3-8

	Academic Achievement Weight	Academic Progress Weight	School Quality/Student Success Weight	English Language Proficiency Weight
AA	100	0	0	0
AA, AP & SQSS	45	50	5	0
AA, AP, SQSS & ELP	40	45	5	10

AA = Academic Achievement Indicator

AP = Academic Progress Indicator

SQSS = School Quality or Student Success Indicator

ELP = English Language Proficiency indicator

Grades 9-12

	Academic Achievement Weight	Academic Progress Weight	Graduation Rate Weight	School Quality/Student Success Weight	English Language Proficiency Weight
AA & AP	50	50	0	0	0
GR & CCR	0	0	50	50	0
AA, AP, GR & SQSS	20	20	30	30	0
AA, AP, GR, SQSS, ELP	15	15	30	30	10

AA = Academic Achievement Indicator

AP = Academic Progress Indicator

GR = Graduation Rate Indicator

SQSS = School Quality or Student Success Indicator

ELP = English Language Proficiency Indicator

- iii. The summative ratings, and how they are calculated, that are provided to schools under §200.18(b)(4).

E. annual meaningful differentiation and will improve the school's participation rate so that the school meets the applicable requirements.

The participation rate is incorporated into the statewide accountability system under the Academic Achievement Indicator. The participation rate serves as a multiplier under the Academic Achievement Indicator. If a school satisfies the requirement to assess at least 95 percent of the students enrolled at the school during the test windows, then the multiplier defaults to one. If a school fails to satisfy the 95 percent participation requirement, then the proficiency rate for the respective subject area is

multiplied by the actual participation rate. This practice lowers the overall Academic Achievement Indicator score within the accountability system for any school that does not assess at least 95 percent of its students.

D. Data Averaging. Describe the State’s uniform procedure for averaging data across school years and combining data across grades as defined in §200.20(a), if applicable.

Indiana’s accountability system generates scores for schools based on two distinct grade spans: grades 3-8 and grades 9-12. Grade levels within each span are combined in order to generate the overall scores for each indicator of the accountability system.

In an attempt to generate accountability determinations for all public schools in Indiana, the accountability system established an aggregation practice to yield more schools meeting the minimum number of 30 students for accountability calculations. If a school does not have at least 30 students in all applicable grade levels then the accountability system incorporates the results of students from any previous school years until the minimum number of 30 has been met.

Only students enrolled at the school for at least 162 days, or 90 percent of the school year, will be included in accountability and long-term goal determinations. All students attending during prescribed data submission dates will be included for annual reporting.

E. Including All Public Schools in a State’s Accountability System. If the States uses a different methodology than the one described in D above, describe how the State includes all public schools in the State in its accountability system including:

- i. Schools in which no grade level is assessed under the State's academic assessment system (e.g., P-2 schools), although the State is not required to administer a formal assessment to meet this requirement;

Schools serving kindergarten, grade one and grade two are referred to as “feeder schools” for accountability purposes. Feeder schools receive an A-F summative letter grade based on the indicator scores of the school or schools that receive the students after the students matriculate from grade two. If more than five (5) schools receive students from the feeder school, then the scores of the five schools that receive the highest census of students from the feeder school are averaged to determine the feeder school’s overall A-F letter grade. These schools will, however, receive their own indicator scores for the School Quality/Student Success Indicator and the English Language Proficiency Indicator.

- ii. Schools with variant grade configurations (e.g., P-12 schools);

Indiana’s accountability system calculates summative annual grades based on two grade spans: grades 3-8 and grades 9-12. The accountability system acknowledges that there are schools that

serve grades from both grade spans, and accommodates these variant configurations by calculating the indicator scores and overall summative A-F letter grade with an enrollment weight consideration. Each grade span receives a score accordingly, and then the score for that grade span is weighted based on the school's overall enrollment within each grade span. For example, if a school served grades 7-12 and 75 percent of the student population fell into the 9-12 grade span, then the 9-12 score would make up 75 percent of an indicator score and the 7-8 score would make up 25 percent of an indicator score.

- iii. Small schools in which the total number of students that can be included on any indicator under §200.14 is less than the minimum number of students established by the State under §200.17(a)(1), consistent with a State's uniform procedures for averaging data under §200.20(a), if applicable;

Indiana's accountability system aggregated prior years of data in order for schools to attain the minimum number of students required to calculate each indicator in the accountability system. If a school cannot attain the minimum number of students required to calculate an indicator, then the weights of the available indicators are adjusted to accommodate the missing indicator. If no indicators may be calculated for a school, then no A-F grade is assigned to the school.

- iv. Schools that are designed to serve special populations (e.g., students receiving alternative programming in alternative educational settings, students living in local institutions for neglected or delinquent children, students enrolled in State public schools for the blind, recently arrived English learners); and

Indiana has a separate accountability system for adult high schools that predominantly serve a population that belong to a graduation cohort that has already graduated; or are over the age of eighteen (18) at the time the student was enrolled at the school.

The annual summative A-F letter grade for an adult high school is based on a graduation score and a college- and career-readiness score. The graduation score is comprised of a graduation to enrollment percentage metric (number of students graduation during the school year / within-year average number of students enrolled), and a graduation rate metric similar to the graduation rate indicator used in the general statewide accountability system. The college- and career-readiness score is similar to the school quality/student success indicator used in the general statewide accountability system; however, the goal for adult high schools is for at least 80 percent of its graduates to achieve a college- and career-ready indicator.

Indiana's School for the Blind and School for the Deaf are state-run institutions and as such do not generate a school letter grade. The students attending the School for the Blind or the School for the Deaf are included in the accountability roster of the school of legal settlement or the

school that sent the student to the institution to ensure that these students are included in the accountability system.

- v. Newly opened schools that do not have multiple years of data, consistent with a State's uniform procedure for averaging data under §200.20(a), if applicable.

Schools that are open for three years or less have the option to incorporate all available domains when determining the annual summative A-F letter grade for the school, or utilizing only the growth domain score.

4.2 Identification of Schools.

A. Comprehensive Support and Improvement Schools. Describe:

- i. The methodologies, including the timeline, by which the State identifies schools for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA and 34 C.F.R. § 200.19(a) and (d), including: 1) lowest-performing schools; 2) schools with low high school graduation rates; and 3) schools with chronically low-performing subgroups.

Lowest-Performing Schools

A school will be identified for comprehensive support based on whether the Title I school receives an "F" letter grade or falls within the lowest-performing 5% of all Title I schools. Indiana will annually rank all Title I schools based on average total points earned on the accountability system over the past three years. Any Title I school identified as performing in the bottom 5% of all Title I schools after considering three years of data will be identified for comprehensive support and improvement. Further, Indiana will identify schools for comprehensive support under this criteria annually, beginning with the 2018-19 school year. Identification for comprehensive support under this criteria will occur during the fall. A school will have the duration of the school year in which the school is identified as a planning year. Indiana will also publish an annual list of "at-risk" schools to provide notice of the need to drive urgency for improvement. The "at-risk" schools will be those in the bottom 6 – 10% of all Title I schools.

Schools with Low High School Graduation Rates

Schools will be identified for comprehensive support and improvement based on whether the average four-year adjusted cohort graduation rate over the past three years is below 67%. Any public school that serves grade 12, has an average four-year adjusted cohort graduation rate below 67% and has not already been identified for comprehensive support due to performing in the bottom 5% of schools will be identified for comprehensive support. Schools will be identified for comprehensive support under this criteria annually, [PM8] beginning with the 2018-19 school year. Identification for comprehensive

support under this criteria will occur during the fall. A school will have the duration of the school year in which the school is identified as a planning year. Indiana will also publish an annual list of “at-risk” schools to provide notice of the need to drive urgency for improvement. The “at-risk” schools will be those public high schools with a four-year adjusted cohort graduation rate of 70% or lower.

Schools with Chronically Underperforming Subgroup/s

Indiana will identify a school for comprehensive support and improvement based on whether it has one or more subgroups with an overall accountability score at or below the lowest performing 5% threshold, and has not met exit criteria from additional targeted support. Any public school that has not already been identified for comprehensive support under another criteria and does not meet exit criteria from additional targeted support will be identified for comprehensive support under this criteria. Schools will be identified for comprehensive support under this criteria annually, beginning with the 02020-21 school year. Identification for comprehensive support under this criteria will occur during the fall, and will be based on whether the school met exit criteria from additional targeted support within the established timeline. A school will have the duration of the school year in which the school is identified as a planning year.

- ii. The uniform statewide exit criteria for schools identified for comprehensive support and improvement established by the State, including the number of years over which schools are expected to meet such criteria, under section 1111(d)(3)(A)(i) of the ESEA and consistent with the requirements in 34 C.F.R. § 200.21(f)(1).

In order to exit comprehensive support and improvement status, a school must satisfy all of the following criteria:

- The school must no longer meet the eligibility criteria for comprehensive support as demonstrated by attainment of a “C” letter grade or higher on the statewide accountability system for two (2) consecutive school years.
- The school must demonstrate a strong plan for sustainability of the progress it has made. This plan must outline the school’s theory of action, measurable goals, aligned strategies, and progress monitoring plan. Further, the plan must consider any adjustments in funding, resources and other supports that may occur after exiting comprehensive support and improvement status.

B. Targeted Support and Improvement Schools. Describe:

- i. The State’s methodology for identifying any school with a “consistently underperforming” subgroup of students, including the definition and time period used by the State to determine consistent underperformance, under 34 C.F.R. § 200.19(b)(1) and (c).

Indiana will identify a school for targeted support and improvement based on whether it has one or more subgroups with an overall accountability score at or below the lowest performing 5% threshold for at least two consecutive school years.

- ii. The State’s methodology, including the timeline, for identifying schools with low-performing subgroups of students under 34 C.F.R. § 200.19(b)(2) and (d) that must receive additional targeted support in accordance with section 1111(d)(2)(C) of the ESEA.

Indiana will identify a school for targeted support and improvement based on whether it has one or more subgroups with an overall accountability score at or below the lowest performing 5% threshold.

- iii. The uniform exit criteria, established by the SEA, for schools participating under Title I, Part A with low-performing subgroups of students, including the number of years over which schools are expected to meet such criteria, consistent with the requirements in 34 C.F.R. § 200.22(f).

In order to exit additional targeted support and improvement status, a school must satisfy all of the following criteria:

- The school must no longer meet the eligibility criteria for additional targeted support five years after initial identification, as demonstrated by the subgroup attaining a “C” letter grade or higher on the statewide accountability system for two (2) consecutive school years.
- The school must demonstrate a growth trajectory for the subgroup/s that initially identified the school for additional targeted support, and provide an explanation of how the school will maintain this growth trajectory.
- The school must demonstrate a strong plan for sustainability of the progress it has made. This plan must outline the school’s theory of action, measurable goals, aligned strategies, and progress monitoring plan. Further, the plan must consider any adjustments in funding, resources and other supports that may occur after exiting comprehensive support and improvement status.

4.3 State Support and Improvement for Low-performing Schools.

- A. **School Improvement Resources.** Describe how the SEA will meet its responsibilities, consistent with 34 C.F.R. § 200.24(d) under section 1003 of the ESEA, including the process to award school improvement funds to LEAs and monitoring and evaluating the use of funds by LEAs.

Title I School Improvement Grants for Comprehensive Improvement and Support Schools

The IDOE will award planning grants to all Comprehensive Improvement and Support Schools in their first year of identification. Comprehensive Improvement and Support Schools will thus receive at least one year of Title I school improvement funding (1003a), allocated to ensure they and their district achieve three objectives.

1. Conduct a comprehensive needs assessment, aligned to an evidence-based framework for school improvement;
2. Develop a school improvement plan that is driven by the qualitative and quantitative findings from a comprehensive needs assessment, aligned to an evidence-based framework for school improvement; and
3. Ensure the required conditions (e.g., leadership at all levels, academic strategy, student supports) are in place to enable successful implementation of the entire school improvement plan during the following school year.

To support local efforts to develop and prepare for full implementation of comprehensive school improvement plans, the IDOE will provide the following supports prior to this planning grant phase with Comprehensive Improvement and Support Schools and their districts.

1. Develop a model comprehensive needs assessment, aligned to an evidence-based framework for school improvement;
2. Provide a recommended protocol for planning and conducting the comprehensive needs assessment, including strategies for meaningful stakeholder engagement; and
3. Define an optional menu of supports for districts and schools to support their planning and/or implementation of one or more sections of this recommended protocol.

If Comprehensive Improvement and Support Schools and their districts fulfill the three aforementioned objectives for the Title I school improvement *planning* grant during the school year for which they are awarded these funds, they will be able then apply for one or two years of a Title I school improvement *implementation* grant.

Under this rubric-based, competitive process, districts will be expected to purposefully differentiate their Title I school improvement implementation grant applications on behalf of their Comprehensive Improvement and Support Schools based on each school's comprehensive needs assessment, school improvement plan and conditions for success. The implementation grant application and its corresponding scoring rubric will be anchored in the same evidence-based framework for school improvement around which the comprehensive needs assessment and school improvement planning template are organized. Applications will only be awarded funding if the proposed evidence-based interventions meet the requirements of being in one of the top three tiers of evidence as required under ESSA. Once these Title I school improvement implementation grants are awarded, the IDOE will integrate its monitoring of these recipients into its ongoing cycle of supports for the Comprehensive Improvement Support Schools and their districts, with an additional emphasis on periodic resource allocation review to ensure Title I school improvement funds and other resources are promoting equity and excellence for all students.

If a district's Title I school improvement implementation grant application for a Comprehensive Improvement and Support School is not approved, the IDOE will continue to provide supports to that school and its district as outlined in the next section on supports for Comprehensive Improvement and Support Schools and their districts. What's more, the IDOE will consider awarding a Title I school improvement planning grant for a second year to a Comprehensive Improvement and Support School that applied for, but was not initially awarded an implementation grant, based on the quality and potential their application.

Multiple-School Title I School Improvement Grants

The IDOE will also create a multiple-school Title I school improvement grant specifically for districts with four or more Comprehensive Improvement and Support Schools. These funds will be leveraged to help districts design and implement sustainable, large-scale school improvement initiatives (e.g., Transformation Zones, Innovation Networks) that meet student needs and improve student outcomes in multiple Comprehensive Improvement and Support Schools. Districts will not be required to include each of their

Comprehensive Improvement and Support Schools in their application, but will need to explain how they plan to support these schools separately, drawing on evidence from each school's comprehensive needs assessment. To encourage locally-driven school improvement innovations, the IDOE will otherwise limit its guidelines and guardrails for this grant to the regulations for the use of Title I, Part A funds as well as the evidentiary requirements for evidence-based interventions under ESSA.

To improve the likelihood that a district's multiple-school strategy for school improvement will have a demonstrable, sustainable impact on student outcomes, the IDOE will adopt the same differentiated planning and implementation grant phases as outlined above for the school-specific Title I school improvement grants. Unlike the school-specific Title I school improvement planning grant, this multiple-school school improvement strategy planning grant will be awarded in a rubric-based, competitive manner. The IDOE will require districts to apply for a one-year planning grant, with three specific objectives.

1. Fully operationalize the multiple-school strategy, including but not limited to long-term goals, short-term benchmarks, budgets that demonstrate the district's capacity to sustain the strategy long-term;
2. Meaningfully engage stakeholders in the process of developing and refining the strategy across the planning period; and
3. Ensure the necessary conditions are in place to enable successful implementation of at least the first phase of the multiple-school improvement strategy during the following school year.

Districts could also petition the IDOE for the right to apply directly for a multi-year, multiple-school implementation grant by citing evidence that they have already fulfilled the requirements of the multiple-school planning grant with fidelity.

To help facilitate the development of evidence-based, multiple-school strategies for school improvement, the IDOE will provide the following forms of technical assistance prior to this planning grant phase with districts that have more than four Comprehensive Improvement and Support Schools.

1. Connect local leaders with individuals and organizations that have a demonstrated track record of success in large-scale, district-driven school improvement initiatives;
2. Facilitate on-site, shared learning opportunities for local leaders to see large-scale, district-driven school improvement initiatives in action; and
3. Provide an evidence-based framework for large-scale, district-driven school improvement initiatives.

If districts fulfill the three aforementioned objectives for the multiple-school Title I school improvement *planning* grant during the school year for which they are awarded these funds, they then can apply for one or two years of a multiple-school Title I school improvement *implementation* grant. This rubric-based, competitive grant process will operate similarly to the single-school implementation grant application described above in terms its use of a scoring rubric that is aligned to an evidence-based framework for school improvement, in this instance focused on a district's readiness to implement a large-scale school improvement initiative. Similarly, applications will only be awarded funding if the proposed evidence-based interventions meet the requirements of being in one of the top three tiers of evidence as required under ESSA and the proposed uses of funding abide by the regulations for Title I, Part A funds.

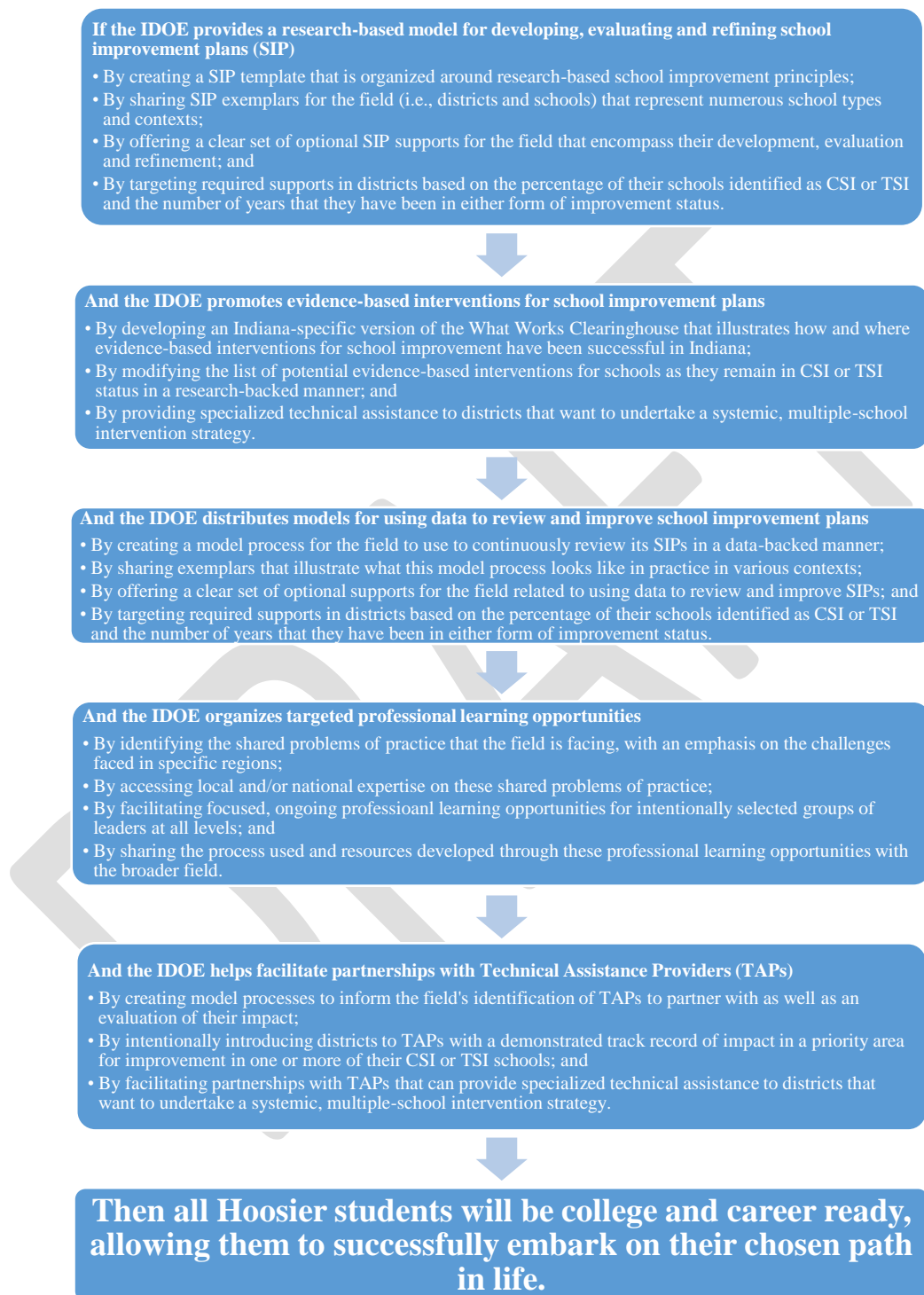
When a multiple-school Title I school improvement implementation grant is awarded, the IDOE will integrate its monitoring of the Comprehensive Improvement and Support Schools impacted by this district-driven school improvement initiative into its ongoing cycle of supports for Comprehensive Improvement and Support Schools and their districts, focused in particular on the extent to which resources, including but not limited to Title I school improvement funds are being leveraged to promote equity and excellence for all students.

If a district's Title I school improvement implementation grant application for a cohort of Comprehensive Improvement and Support Schools is not approved, the IDOE will continue to provide supports to those schools and the district as outlined in the next section on supports for Comprehensive Improvement and Support Schools and their districts. Recognizing the complexities associated with developing plans and setting the necessary conditions for large-scale, district-led school improvement strategies, the IDOE will consider awarding a Title I school improvement planning grant for a second year to a district and the multiple Comprehensive Improvement and Support Schools it applied on behalf of, based on the potential of their application and their emerging capacity to fulfill its vision.

- B. Technical Assistance Regarding Evidence-Based Interventions.** Describe the technical assistance the SEA will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, including how it will provide technical assistance to LEAs to ensure the effective implementation of evidence-based interventions, consistent with 34 C.F.R. § 200.23(b), and, if applicable, the list of State-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans consistent with § 200.23(c)(2)-(3).

The IDOE's model for supporting locally-driven school improvement initiatives will be guided by the theory of action described on the next page:

Figure 1: IDOE School Improvement Theory of Action

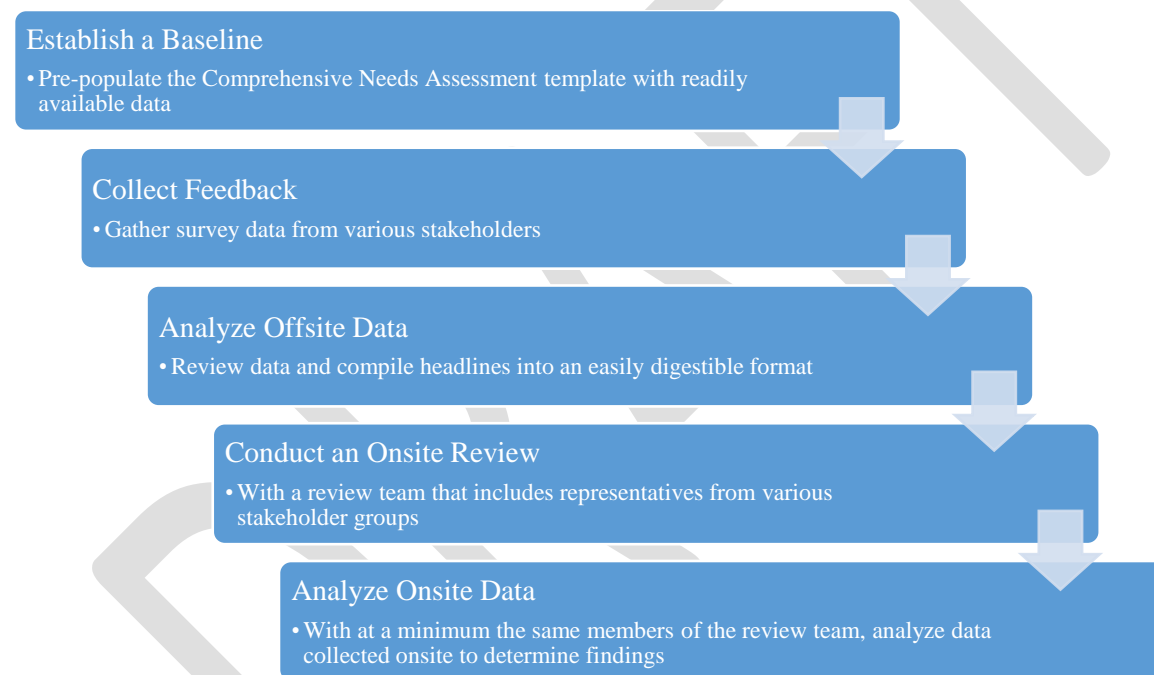


The IDOE will use an intentionally sequenced set of expectations for Targeted Support and Improvement Schools (TSI) and Comprehensive Support and Improvement Schools (CSI) and differentiate its levels of support for schools and districts to fulfill these expectations in service of supporting locally-driven school improvement efforts and improving student outcomes.

Plan and Conduct a Comprehensive Needs Assessment (CNA)

The components for planning and conducting a Comprehensive Needs Assessment presented below are adapted from “Using Needs Assessments for School and District Improvement, A Tactical Guide,” authored by Julie Corbett and Sam Redding and published by the Center on School Turnaround and the Council of Chief State School Officers in 2017.

Figure 2: Elements of a Comprehensive Needs Assessment



Supports from the IDOE for All TSI and CSI Schools and their Districts

- Defined guidelines and guardrails for a Comprehensive Needs Assessment;
- Model template for and exemplars of CNAs for various school types and contexts;
- Expectations and recommended strategies for stakeholder engagement in CNAs;
- Webinars to build local capacity to effectively conduct CNAs; and
- Title I School Improvement Grants to support effective CNAs.

Expectations for TSI Schools and their Districts

- On an annual basis, plan and conduct a CNA in line with the guidelines and guardrails defined by the IDOE, focused on the needs of students in specific subgroups.

- Share the findings of the CNA, highlighting the process that was used and how stakeholders were engaged, with the IDOE.

Expectations for CSI Schools and their Districts

- On an annual basis, plan and conduct a CNA in line with the guidelines and guardrails AND using the template developed by the IDOE.
- Share the findings of the CNA, highlighting the process that was used and how stakeholders were engaged, with the IDOE.

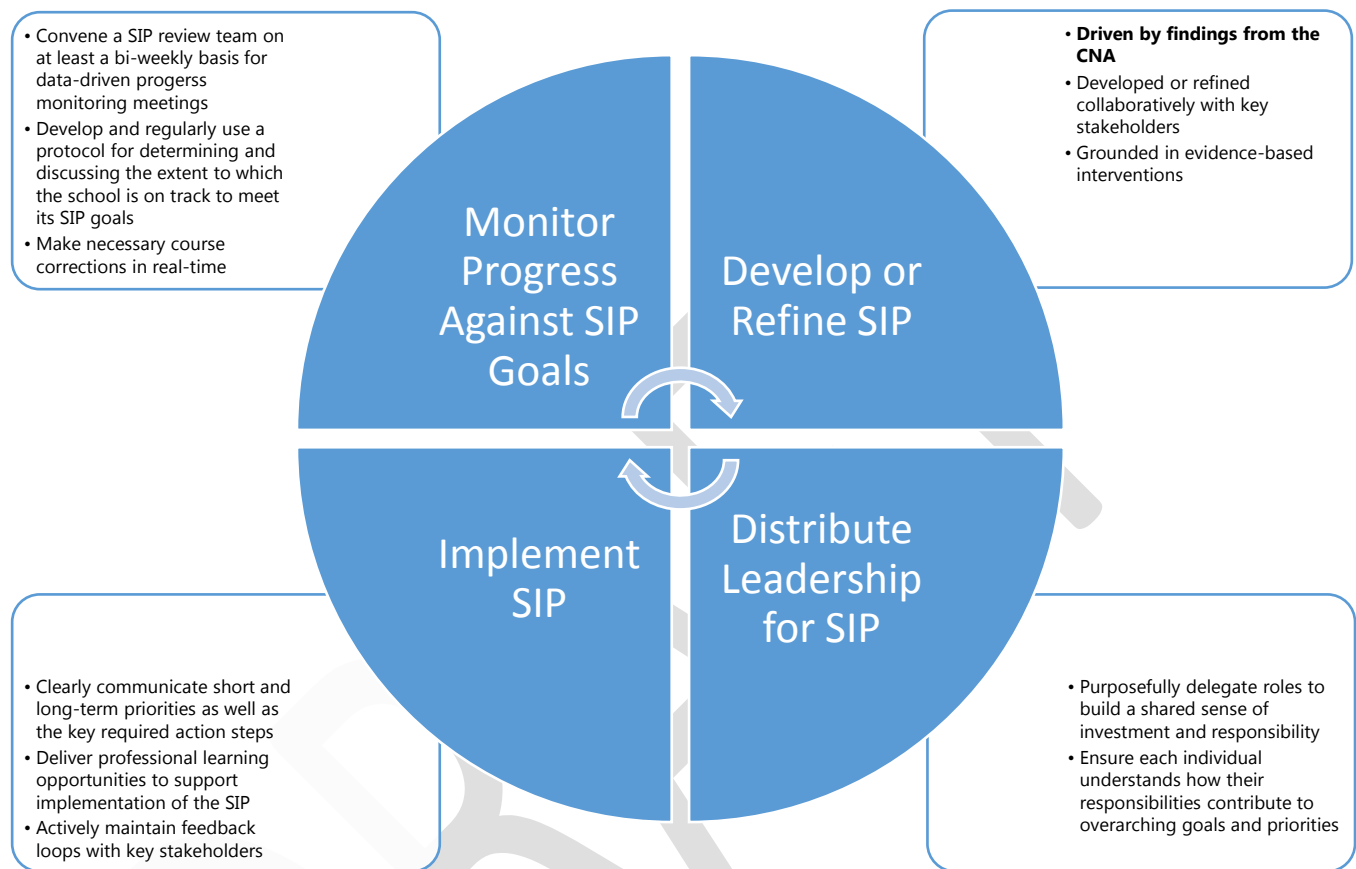
Differentiation by School Performance Trajectory

- TSI schools and their districts can request targeted on-site or virtual technical assistance from the IDOE;
- Districts with one or more schools in year one of CSI status will receive targeted virtual technical assistance from the IDOE as a part of the Title I School Improvement Planning Grant for year one CSI schools;
- Districts with one or more schools in year two of CSI status will receive targeted on-site technical assistance from the IDOE to support the design of and planning for the CNA; and
- Districts with one or more schools in year three or greater of CSI status will receive targeted on-site technical assistance from the IDOE to support the design of planning for and implementation of the CNA.

Develop, Implement and Refine a School Improvement Plan

The Comprehensive Needs Assessment will provide CSI and TSI schools, their districts and the IDOE with a strong evidence base from which to develop new and refine existing School Improvement Plans.

Figure 3: Phases of the School Improvement Planning Process



Supports from the IDOE for All TSI and CSI Schools and their Districts

- Defined guidelines and guardrails for a School Improvement Plan (SIP);
- Model template for and exemplars of SIPs for various school types and contexts;
- Expectations and recommended strategies for engaging stakeholders in SIPs;
- Clearinghouse of actionable research on evidence-based interventions to include in SIPs;
- Webinars to build local capacity to effectively develop and progress monitor SIPs; and
- Title I School Improvement Grants to support the implementation of SIPs.

Expectations for TSI Schools and their Districts

- On an annual basis, develop, implement and progress monitor a SIP in line with the guidelines and guardrails and using the template defined by the IDOE, focused on the needs of students in specific subgroups.
- Share the SIP, highlighting the process that was used and how stakeholders were engaged, with the IDOE.

Expectations for CSI Schools and their Districts

- On an annual basis, develop, implement and progress monitor a SIP in line with the guidelines and guardrails and using the template developed by the IDOE.
- Share the SIP, highlighting the process that was used and how stakeholders were engaged, with the IDOE.

Differentiation by School Performance Trajectory

- TSI schools and their districts can request targeted on-site or virtual technical assistance from the IDOE;
- Districts with one or more schools in year one of CSI status will receive targeted virtual technical assistance from the IDOE as a part of the Title I School Improvement Planning Grant for year one CSI schools;
- Districts with one or more schools in year two of CSI status will receive targeted on-site technical assistance from the IDOE to support the development of SIPs;
- Certain districts with one or more schools in years two and three of CSI status will receive targeted virtual and on-site technical assistance from the IDOE as a part of the Title I School Improvement Implementation Grant for year two and three CSI schools; and
- Districts with one or more schools in year three or greater of CSI status will receive targeted on-site technical assistance from the IDOE to support the development and implementation of SIPs.

C. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i) of the ESEA and 34 C.F.R. § 200.21(f)(3)(iii).

If a school does not exit Comprehensive Support and Improvement School status within four school years, Indiana has a statutorily defined set of expectations for this school and its district. Under House Enrolled Act 1638, the Indiana State Board of Education has the authority to assign one or more interventions to persistently low-performing schools. If a school receives the lowest designation in Indiana's school accountability model, which correlates to Comprehensive Support and Improvement School status, for four consecutive years, the Indiana State of Education (SBOE) holds at least one public hearing in its school corporation to consider and hear testimony concerning the following options for school improvement:

- Merging the school with a nearby school that is in a higher school performance category under Indiana's school accountability model;
- Assigning a special management team to operate all or part of the school;
- Approving the school corporation's plan to improve the school through creation of a transformation zone;
- Approving the school corporation's plan to improve the school through creation of an innovation network school;
- The Indiana Department of Education's recommendations for improving the school;
- Other options for school improvement expressed at the public hearing; and
- Closing the school.

The SBOE has the authority to determine which intervention(s) will improve the school and require the school and its district to implement the intervention(s). The SBOE also has the flexibility to delay any required interventions for one year if it determines that the majority of students in the school demonstrated academic improvement during the previous school year. In sum, if a school does not exit Comprehensive Support and Improvement School status within four years, the Indiana State Board of Education will engage with community stakeholders to determine the most impactful and appropriate intervention(s) for that school, thus fulfilling the ESSA requirement of assigning more rigorous interventions to persistently low-performing schools.

D. Periodic Resource Review. Describe how the SEA will periodically review, identify, and, to the extent practicable, address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement consistent with the requirements in section 1111(d)(3)(A)(ii) of the ESEA and 34 C.F.R. § 200.23(a).

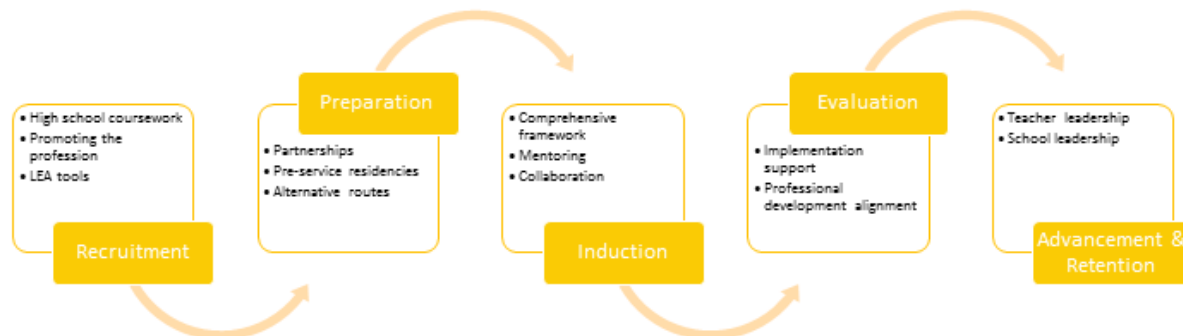
In accordance with the requirements of ESSA, the IDOE will periodically review resource allocation to ensure school improvement efforts in LEAs with a significant number of CSI or TSI schools are leveraging resources to promote equity and excellence for all students.

For each LEA with one or more schools identified as CSI or TSI, the IDOE will review how state, federal and other resources are allocated to examine:

- Per pupil spending, disaggregated by specific federal and state funding sources;
- Access to and investment in high-quality pre-kindergarten;
- Distribution of staff, disaggregated by evaluation ratings, years of experience and certification(s); and
- Access to advanced coursework.

The IDOE is in the process of determining the frequency with which it can faithfully conduct these reviews as well as how best to integrate these reviews into other SEA-driven analyses of LEA's data to reduce the burden on LEA through a streamlined approach.

Section 5: Supporting Excellent Educators



Under the direction of the Chief Talent Officer, the Indiana Department of Education (IDOE) Offices of Educator Effectiveness, Educator Licensing, and Educator Preparation strive to build teacher and leader capacity and effectiveness to promote equitable access to excellent educators and positively impact student achievement and growth by:

- Providing technical assistance and resources for implementing induction programs, evaluation and support systems, and career pathways;
- Guiding local education agencies (LEAs) in utilizing evaluation and support system data to drive professional learning and bolster recruitment and retention efforts;
- Coordinating recognition programs to honor and reward excellent educators; and
- Establishing and implementing high-quality, rigorous preparation and licensure programs.

Theory of Action

IF the IDOE collaborates with key stakeholders, including LEAs, institutions of higher education, and educator associations, to refine existing human capital management systems that leverage evaluation and support systems to recruit, prepare, develop, support, advance, reward, and retain great teachers and leaders, **THEN** increased educator capacity and effectiveness will ensure equitable access to excellent educators and lead to improved student outcomes

5.1 Educator Development, Retention, and Advancement.

Instructions: Consistent with sections 2101 and 2102 of the ESEA, if an SEA intends to use funds under one or more of the included programs for any of the following purposes, provide a description with the necessary information.

- A. Certification and Licensure Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs for certifying and licensing teachers and principals or other school leaders?
- ☐ Yes. If yes, provide a description of the systems for certification and licensure below..

The mission of the Office of Educator Licensing (OEL) is to work with the Indiana State Board of Education (SBOE) and the Indiana General Assembly (IGA) to establish, maintain, and implement high quality educator preparation and licensure programs for educators working in Indiana's P-12 schools. To enhance the quality of learning that takes place in our schools, we must have well-qualified individuals preparing and delivering instruction for our students. The OEL accomplishes this by 1) working with Institutions of Higher Education to develop strong preparation programs that deliver Indiana's Educator Standards; and 2) implementing alternative paths to licensure that focus on expanding access to teaching to nontraditional candidates and career changers.

Indiana takes measures to ensure that educators are learner-ready at many levels. First, the Rules for Educator Preparation and Accountability (REPA) were promulgated by the SBOE effective May 2010 to guide educator preparation and licensure. The foundation of these rules are Indiana's Educator Standards for Content and Developmental Levels, which are aligned to the Indiana P-12 Academic Content Standards and national standards, including national Specialized Professional Association (SPA) standards where available, to create a dual focus on pedagogical and content area preparation and mastery. The required assessments, called the Indiana CORE tests, are linked to the REPA standards on which preparation programs are based and were developed specifically for Indiana licensure. Indiana classroom practitioners and educator preparation professionals participated in each step of this work, from developing the educator standards, to test design, to item review and selection, to recommending cut scores. Passage of CORE tests in a candidate's content area(s) and developmental level is required by Indiana statute and SBOE rule for initial licensure. Additionally, Indiana's legislature requires instruction in reading interventions that are direct, explicit and multi-sensory as a component of preparation programs at all levels and in all content areas.

Teachers may obtain license additions solely by passing additional CORE licensure tests with the exception of Early Childhood Generalist, Elementary Generalist, Fine Arts, Communication Disorders, Exceptional Needs, English as a New Language, and High Ability. For those seven critical content areas, teachers must complete an approved preparation program in addition to passing the CORE licensure test.

Indiana ensures that educators seeking licensure for building- or district-level leadership have the necessary context for becoming instructional leaders by requiring all administrators to have at least two years of full-time classroom teaching or school counseling experience prior to administrative licensure. Classroom teachers, school counselors, and building level administrators are initially issued a two-year induction license, followed by a five-year practitioner license upon completion of a "residency" program requiring two years full-time experience and completion of either the Indiana Mentoring and Assessment Program (IMAP) or a 40-hour Professional Growth Plan.

B. Educator Preparation Program Strategies. Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's strategies to improve educator preparation programs consistent with section 2101(d)(2)(M) of the ESEA?

☐ Yes. If yes, provide a description of the strategies to improve educator preparation programs below.

The Office of Educator Preparation (OEP) is responsible for ensuring Indiana Educator Preparation Programs (EPPs) and Licensing Content Programs (LCPs) meet high standards of excellence and rigor that support preparation of educators who will have a positive impact on P-12 schools. The OEP is responsible for implementing the review and recommendation process for current and new programs by reviewing and revising educator standards, monitoring annual program reporting requirements to ensure state and federal compliance, guiding EPPs and LCPs in the Council for the Accreditation of Educator Preparation (CAEP) review process, and identifying any programs identified as “at-risk” of losing accreditation status. Through its annual EPP data matrix reporting, the office also must refer for improvement any programs not meeting minimum matrix expectations, as required in Indiana Code 20-28-3-1 and 20-28-11.5-9.

Preparation Program Providers

All Indiana Educator Preparation Program Providers are expected to provide high-quality, rigorous programs. Programs are expected to be innovative and designed to meet the needs of 21st century candidates. The OEP focuses not only on program quality, but candidate quality and program completer impact on P-12 student learning. Therefore, we require all EPP providers to seek national accreditation through CAEP **and** national recognition status for all programs for which a national accrediting organization or “Specialized Professional Association” (SPA) is available. If no SPA is available, then the state conducts a periodic review of the program during the EPP provider’s regular accreditation cycle (usually every seven years). A list of SPAs is available at <http://www.doe.in.gov/licensing/accreditation> (see “Non-SPA State Review Process”). A copy of the Indiana-CAEP agreement is available at <http://caepnet.org/working-together/state-partners/state-partnership-agreements>.

EPP providers must model standards for beginning teachers as incorporated in the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (511 IAC 13-1-1). These standards illustrate what teachers “across all content and grade levels should know and be able to do to be effective in today’s learning contexts” (http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html).

The IDOE is responsible for conducting reviews for any new EPP or program proposal, as well as monitoring future accreditation and SPA or non-SPA (state review) status. New proposals confirmed as meeting all standards are referred to the Indiana State Board of Education (SBOE) for final approval and state-recognition. Though EPP providers must seek and attain CAEP accreditation, final state-recognition status and duration is determined by the state board.

Existing EPP providers submit an annual report to CAEP using the online “Accreditation Information System” (AIMS) at <http://caepnet.org/aims>. EPP annual reports include:

- Contact information for EPP provider and programs (ensures contact information is accurate);
- Number of program completers;
- Description of any substantive changes to EPP and/or any program (if applicable);

- Display of candidate performance data;
- Candidate and program measures (assessments, data, etc.)
- Description or summary of how EPP and/or program(s) has/have addressed any areas for improvement (AFIs) and/or stipulations. AFIs are recommendations for improvement but less serious than a stipulation. Stipulations must be addressed and can adversely impact continued accreditation status;
- Summary of progress made toward goals or target level of performance as identified during previous accreditation visit.

The IDOE reviews the above reports annually. EPP providers not yet CAEP-accredited but approved by the SBOE follow the same report format as above with reports submitted directly to the IDOE for an annual review.

Both initial licensure programs (instructional areas) and advanced licensure programs (e.g., building and district administration) must adhere to CAEP Initial or CAEP Advanced Standards. Indiana Educator Standards (CORE) are aligned to state and national standards, including any available SPA standards. Educator licensure assessments (basic skills, content, and pedagogy) are developed using the same standards.

Indiana administrator preparation programs are expected to meet educator standards and address the following (511 IAC 13-1-1, Sec. 1, (e)):

1. Human capital management.
2. Instructional leadership, including evaluating instructional staff.
3. Behavior that sets the tone for all student and adult relationships in the school.
4. Culture of achievement aligned to the school's vision of success for every student.
5. Using data to attain student achievement goals.
6. Using technological tools and systems to support effective management of the organization.
7. Financial management including building-level budgeting.
8. School safety and emergency preparedness.
9. Rights and responsibilities of students, families, and school staff.

Teacher Candidates

Teacher candidates must pass all three Indiana CORE Academic Skills Assessments (CASA) in Mathematics, Reading, and Writing before they can be admitted into an EPP. The following are state board-approved alternatives for the Indiana CASA:

- ACT with a score of at least 24 based on Math, Reading, Grammar, and Science;
- SAT with a score of at least 1100 based on Critical Reading and Math;
- GRE with a score of at least 1100 based on Verbal and Quantitative prior to 8/1/11;
- GRE with a score of at least 301 based on Verbal and Quantitative on or after 8/1/11;
- Praxis I composite score of at least 527 based on Reading, Writing, and Math if taken prior to 9/1/13; or
- Master's degree or higher from a regionally accredited institution.

Teacher candidates who complete an Indiana EPP will have been prepared according to the Indiana Rules for Educator Preparation and Accountability (REPA) developmental and content standards (<http://www.doe.in.gov/licensing/rep-a-educator-standards>). Prior to license recommendation, candidates must meet all degree, testing, and student teaching/practicum requirements, as well as

show evidence of successful training in CPR-Heimlich Maneuver-AED certification and child suicide prevention. Indiana is in transition from REPA to REPA 3; the last date on which individual may complete a REPA program is August 31, 2019. Both rules are available for review at <http://www.doe.in.gov/licensing/rep3>.

- C. Educator Growth and Development Systems.** Does the SEA intend to use Title II, Part A funds or funds from other included programs to support the State's systems of professional growth and improvement for educators that addresses: 1) induction; 2) development, consistent with the definition of professional development in section 8002(42) of the ESEA; 3) compensation; and 4) advancement for teachers, principals, and other school leaders. This may also include how the SEA will work with LEAs in the State to develop or implement systems of professional growth and improvement, consistent with section 2102(b)(2)(B) of the ESEA; or State or local educator evaluation and support systems consistent with section 2101(c)(4)(B)(ii) of the ESEA?
- ☐ Yes. If yes, provide a description of the educator growth and development systems below.

Context

In 2011, the Indiana General Assembly (IGA) mandated the implementation of annual staff performance evaluations for all certificated employees, including teachers, principals, and superintendents in LEAs across the state beginning in the 2012-13 school year. Required by Indiana Code (IC) 20-28-11.5, performance evaluation systems must be implemented to provide all educators continuous feedback to increase effectiveness and ultimately improve student achievement.

Specifically, state statutory and regulatory requirements include:

- Annual evaluation for all certificated employees resulting in the designation of certificated employees in one of the following categories which correspond with a numeric rating: Highly Effective (4), Effective (3), Improvement Necessary (2), or Ineffective (1);
- Objective measures of student achievement and growth;
- Rigorous measures of effectiveness;
- Annual designation of each certificated employee in four rating categories;
- Explanation of the evaluator's recommendation for improvement and the time in which improvement is expected; and
- A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of "effective" or "highly effective."

Also required by state statute, aggregate school- and LEA-level educator evaluation data is posted annually on the IDOE website at www.doe.in.gov/evaluations.

The IDOE has collected and publicly reported for four consecutive years statewide evaluation data for all certificated employees in LEAs with up-to-date staff performance evaluation systems per collective bargaining agreements. Statewide, 98% of all educators rated during the 2015-16 school year received a designation of Highly Effective or Effective.

Implementation

The Office of Educator Effectiveness and Leadership (EEL) provides guidance to LEAs regarding the implementation of educator evaluation legislation and locally-developed educator evaluation models based on multiple measures, including student performance on state-level assessments. A primary

goal of the EEL is to provide ongoing support and feedback regarding the alignment of school- and LEA-wide professional learning with educator evaluation results.

Educator evaluations must serve to support professional growth. If teachers are not provided high-quality professional learning opportunities that respond to their identified areas of need, it is unlikely that student performance will improve. The goal of implementing comprehensive educator evaluation systems is to provide professional learning to impact student achievement and growth rather than solely holding educators accountable. The EEL recommends, and will support at the local level, ongoing, job-embedded, and differentiated professional learning to improve teachers' and administrators' knowledge and practice as a strategy that also incentivizes educator retention.

5.2 Support for Educators.

***Instructions:** Consistent with sections 2101 and 2102 of the ESEA, provide a description with the necessary information.*

- A. Resources to Support State-level Strategies.** Describe how the SEA will use Title II, Part A funds and funds from other included programs, consistent with allowable uses of funds provided under those programs, to support State-level strategies designed to:
- i. Increase student achievement consistent with the challenging State academic standards;
 - ii. Improve the quality and effectiveness of teachers, principals, and other school leaders;
 - iii. Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
 - iv. Provide low-income and minority students greater access to effective teachers, principals, and other school leaders consistent with the educator equity provisions in 34 C.F.R. § 299.18(c).

The IDOE will use Title II, Part A funds to support LEAs in refining their human capital management systems to increase coherence and implementation fidelity. To facilitate this work, Indiana participates in the Talent for Turnaround Leadership Academy (T4TLA) – a collaborative endeavor of the Center on Great Teachers and Leaders and the Center on School Turnaround to support states and their LEAs in linking equitable access and school improvement efforts. These content centers are partnering with regional comprehensive centers to provide technical assistance for participating state education agencies and LEAs developing and implementing approaches to recruiting and retaining excellent educators. Specifically, the IDOE Office of Educator Effectiveness receives support from the Great Lakes Comprehensive Center to partner with one LEA to interpret talent management data, identify key challenges, and build upon the following state-level strategies proposed in Indiana's Equity Plan. Ultimately, the intent is to extrapolate the processes and products developed through the T4TLA work with the single LEA to serve multiple LEAs across the state. The following are the specific state-level strategies the IDOE will employ with the support of Title II, Part A funds.

Recruitment

The IDOE will bolster the talent pipeline through targeted, strategic recruitment efforts that leverage all pathways into the profession.

LEA Tools

In service of increasing access to teacher candidates, the IDOE seeks to provide LEAs a web-based recruitment platform with application, outreach, and data collection and tracking functions. Teacher candidates will be able to develop a professional profile, view and filter active job postings, and apply for multiple positions through the single sign-on platform.

In conjunction with providing such a platform, the IDOE plans to gather key stakeholders, such as a representation of rural superintendents (and other school and district leaders), to facilitate the development of recruitment strategies targeted to addressing challenges of specific LEA contexts.

Promoting the Profession

In accordance with its commitment to attract talented teachers and keep them in the profession, the IDOE will implement and sustain a Recruitment and Retention Campaign focused on reframing the public narrative concerning the quality of the teaching experience in Indiana. Resources will be equally distributed toward retaining current teachers and attracting new teachers to the workforce. Current teachers' personal success stories from the classroom will be solicited, vetted, celebrated, and shared through digital and social media. In addition, prospective teachers (from high school students to career transfers) will be targeted by developing interest in the teaching profession and sharing information about various licensure pathways. Non-materialistic incentives will be highlighted, including but not limited to the rigor and reward of teaching, public service, social action, and professional advancement opportunities.

A cross-functional team of IDOE staff will coordinate the state-wide effort with support from institutions of higher education and various education associations (e.g., Indiana School Public Relations Association, Indiana Association of Public School Superintendents, and the American Federation of Teachers).

High School Coursework

Through its Office of P-16 Academics, the IDOE supports multiple avenues for LEAs to build a pipeline of educators in their local communities. These pathways and courses are available for students to pursue interests in Early Childhood Education, Elementary Education, Secondary Education, and other specialized areas in the field of education. Students in these pathways begin post-secondary study with a strong foundation in education and potential to receive college credit in their major.

The IDOE supports initiatives to provide professional development to instructors in these pathways through numerous trainings and events. Additionally, the IDOE works to align the pathways with post-secondary educator preparation programs and create opportunities for students to gain knowledge about those programs and the education profession in Indiana.

Preparation

Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Staff within the Office of Educator Preparation will be paid through Title II, Part A funds to support

the development of implementation of the partnerships and pre-service residencies described below.

Data Collection and Reporting

House Enrolled Act No. 1388 was enacted during the 2014 session of the Indiana General Assembly. As found in IC 20-28-3-1 and IC 20-28-11.5-9, this act requires the IDOE to collect and report information from educator preparation programs (EPPs) annually. This information must be reported using a matrix which will be posted to the IDOE website for public interpretation of program quality. Most of the data that is required to be submitted is already submitted by EPPs during their annual reporting requirements or submissions, such as Title II.

In addition to standard and benchmark performance, a matrix will be included on the IDOE website and will be based on data collected for teachers receiving their teaching license within the previous three (3) years. Data reported for the website include the following:

- The “attrition, retention, and completion rates of teacher candidates for the previous three (3) calendar years” (IC 20-28-3-1).
- Average scaled or standard scores of program completers in basic skills, content, and pedagogical testing.
- Average number of times program completers took the basic skills, content, and pedagogy tests before passing.
- Percentage passing the basic skills, content, and pedagogy tests on the first attempt.
- Admission practices of each program as they compare to the Council for the Accreditation of Educator Preparation (CAEP) minimum admission standards.
- Principal survey results of the quality of their teachers completing an Indiana program within previous two (2) years.
- Teacher feedback form results for those receiving initial license within the previous three (3) years.
- Staff performance evaluation results reported in the aggregate.

To ensure consistent and reliable reporting, the IDOE must establish “standards for the continuous improvement of program processes and the performance of individuals who complete teacher preparation programs” (IC 20-28-3-1). The standards “must include benchmarks for performance, including test score data for each teacher preparation entity on content area licensure tests and test score data for each teacher preparation entity on pedagogy licensure tests” (IC 20-28-3-1). Since the new CAEP standards will be required for either CAEP or state accreditation, we have proposed their inclusion as the basis for the IDOE-established standards and benchmarks.

As of June 2015, the IDOE, in conjunction with State Board of Education staff, the Independent Colleges of Indiana, the Indiana Association of Colleges of Teacher Education, and the Commission for Higher Education, created a draft matrix and standards/benchmarks. The drafts were presented to the state board during its March 12, 2015, meeting for discussion. The IDOE also provided a link for public comment to a variety of stakeholders, including teachers, principals and superintendents. At its May 7, 2015, meeting, the State Board of Education approved the IDOE request to begin the rulemaking process, as required in IC 20-28-3-1.

Beginning July 1, 2017, and by July 1 each year thereafter, programs not meeting the minimum ratings will be referred to the Commission for Higher Education (state and proprietary postsecondary programs) and the Independent Colleges of Indiana (nonprofit programs) for an improvement plan

with performance goals and timeline by which the goals must be met.

Partnerships

The IDOE will foster and strengthen mutually beneficial partnerships among P-12 LEAs and institutions of higher education, promoting ongoing collaboration to develop high quality candidates. While a majority of LEAs currently engage with local educator preparation program (EPP) providers, many partnerships are limited to placing student teachers upon request. In shifting to a more proactive approach to bolstering the talent pipeline, the IDOE will provide guidance and facilitation for the:

- Identification of LEA needs, including shortage areas and instructional priorities;
- Alignment of coursework with clinical experiences to address the needs of all students; and
- Analysis of student achievement and growth and educator evaluation data.

Additionally, the IDOE proposes to articulate core competencies for pre-service and novice educators that are reliably predictive of driving positive student outcomes by learning from the state's most highly effective teachers across a diversity of contexts, including state teachers of the year and Milken Educators.

Pre-service Residencies

(see IC 20-20-44)

The IDOE will support LEAs and EPP providers with the development of extended clinical experiences to provide pre-service teachers with effective teaching skills. As required by IC 20-20-44, the IDOE must implement the Education Residency Pilot Program by July 1, 2018, which allows LEAs to apply to use funds to provide pre-service teachers for at least one academic year:

- Significant teaching experience working alongside a teacher of record rated Effective or Highly Effective; and
- Instruction and mentoring of the prospective teacher by LEA personnel or EPP faculty in the licensure content area.

Building on the basic requirements of state statute, the IDOE will provide technical assistance for diversifying clinical experience placements, training cooperating teachers to ensure levels of effectiveness, and expanding field experiences prior to student teaching to include more opportunities for low-stakes practice.

Alternative Routes

The Office of Educator Preparation encourages the development of high-quality, standards-based alternative licensure programs designed to encourage those already in the workforce to transition to the teaching field. Indiana licensure rules allow for non-higher education programs or entities to offer state-approved transition to teaching programs in the P-3, K-6, 5-12, or P-12 setting. Three licensure programs of this type were recently reviewed by a new program review team and later approved by the Indiana State Board of Education, thus becoming the first non-higher education programs approved to prepare Indiana teachers. Each is expected to adhere to the same program and accreditation requirements of our traditional programs and will undergo an annual state onsite visit during their first three years of operation.

Induction

Framework

Targeted efforts to support novice educators are critical for increasing effectiveness as well as promoting longer-term retention. The New Teacher Center (2016) recommends a systematic approach to induction that incorporates an inclusive program design to address the multiple components essential for success. These components include: capable instructional mentors; effective principals; multiple support structures for beginning teachers; strong program leaders; and program evaluation.

In recognition of the need for such support, the Indiana General Assembly (IGA) created the New Educator Induction Pilot Program (see IC 20-20-42.3), established in 2017 to provide grants to LEAs to implement a proposed plan which must include the following:

- New educators who are assigned mentors receive induction support during their first two years in the profession;
- A rigorous mentor selection process, which includes an annual application window for prospective mentors;
- Foundational training and ongoing professional development for mentors;
- Criteria for assigning mentors to new teachers, which must include input from the mentors;
- Manageable workload for both new teachers and their assigned mentors;
- Dedicated time for collaboration between the new teacher and the mentor;
- Regular observation of new teachers by mentors followed by instructional feedback and opportunities for new teachers to observe more experienced teachers' practice;
- A mechanism to encourage new teachers to participate in a collaborative learning community or peer network; and
- An evaluation model for mentors.

In consultation with key stakeholders, the IDOE will establish a comprehensive induction program framework that builds upon the New Teacher Center's framework and preceding set of common expectations to support novice teacher and leader effectiveness and nurture the reflective practitioner.

Mentoring

Strategic mentor recruitment, selection, and assignment are critical for ensuring strong relationships with novice teachers—the foundation for improving instructional practice. The Center on Great Teachers and Leaders has worked with the Office of Educator Effectiveness to develop a professional learning module (PLM) that supports LEAs in cultivating capable instructional mentors. The PLM includes information regarding selection criteria and processes as well as standards for goal setting and evaluation.

Collaboration

Novice teachers also need specialized support beyond the instructional modeling and coaching provided by a mentor. The IDOE will assist LEAs with the development of communities of practice for beginning teachers facilitated by mentors and guided by professional teaching standards, state academic standards, and locally-identified instructional priorities.

Career Pathways

The IDOE will reserve an additional 3 percent of Title II, Part A LEA subgrants to support principals and other school leaders (including teacher leaders) in refining instructional leadership skills, thereby promoting both teacher and student achievement and growth.

Teacher Leadership

Clearly defining teacher leader roles and responsibilities that are aligned with locally-identified priorities is critical for contributing to and advancing school and district-level goals (The Aspen Institute, 2014). Furthermore, given that high-performing employee attrition is more likely if there is a lack of advancement opportunities (Doyle, 2015), the LEAs should incorporate such leadership opportunities not only to reward and develop excellent educators, but also to retain them.

The IDOE will provide support for LEAs to adjust staffing structures to integrate career pathways and leadership development opportunities to advance and retain excellent educators. By re-envisioning such pathways for promotion, teacher leaders will have the opportunity to advance in ways beyond leaving the classroom for administrative positions.

The IDOE Office of Educator Effectiveness staff contributed to the Regional Educational Laboratory (REL) Midwest Educator Effectiveness Research Alliance’s development of “Strategies and Resources for Supporting Teacher Leadership” – a compilation of tools designed to help teachers and school leaders create and support leadership roles. The IDOE will promote LEAs’ use of the tools to:

- Help teachers understand the key competencies, skills, and traits needed to serve in a leadership capacity; and
- Help leaders ensure that the district and school have structures, processes, and mindsets in place to implement a teacher leadership initiative.

As of June 2017, the IDOE has also committed to becoming a supporting organization of the U.S. Department of Education Teach to Lead initiative. In this capacity, the Office of Educator Effectiveness will provide opportunities for teacher leadership in action, such as through state-level Powered by Teach to Lead Summits.

School Leadership

In collaboration with key stakeholders, such as the Indiana Association of School Principals, the IDOE will facilitate school leaders’ implementation of instructional culture audits and their development of action plans to utilize audit results to improve culture, provide targeted professional development, and identify leadership priorities.

Ensuring school leaders are able to establish a rigorous, shared vision of effective instruction using their districts’ teacher evaluation rubric will also increase evaluators’ capacity to accurately rate teachers. By participating in multiple calibration exercises and using tools to ensure inter-rater reliability within their school teams throughout the year, school leaders will build their own capacity to evaluate teachers fairly, efficiently, and most importantly, accurately. The IDOE will partner with educator associations and service centers to provide annual and ongoing training for evaluators to provide high-quality instructional feedback.

- B. Skills to Address Specific Learning Needs.** Describe how the SEA will improve the skills of teachers, principals, or other school leaders in identifying students with specific learning needs and providing instruction based on the needs of such students, consistent with section 2101(d)(2)(J) of the ESEA.

High Ability Students

The Office of P-16 Academics staffs a specialist dedicated to providing technical assistance for LEAs' development and implementation of high ability programs. Supports for LEAs include: no-cost access to, and professional development for, curricular units of study created specifically for high ability students; facilitation of program coordinator meetings; and data compilation to target identification and servicing needs.

Students with Disabilities

Indiana Resource Networks (IRNs)

Indiana Center on Teacher Quality

In partnership with schools, families, agencies and communities, the Indiana Center on Teacher Quality (ICTQ) seeks to improve educational outcomes for students by ensuring their access to a pre-k through 12 continuum of instruction from high quality teachers. ICTQ intends to 1) increase the number of high quality teachers serving students with disabilities by providing job-embedded professional development at the state, regional and district levels; 2) increase the number of students with disabilities who have access to a high quality teacher by improving recruitment, support and retention of all teachers who teach students with disabilities across the LRE continuum (general education and special education); and 3) improve school transitions and post-school outcomes for students with disabilities through partnerships and collaborations among schools, community agencies, higher education and families in a pre-K-12 system of support by aligning the policies and practices of key educational stakeholders across the lifespan serving individuals with disabilities.

Indiana IEP Resource Center

The Indiana IEP Resource Center aims to increase Indiana educators' knowledge and skills that will (a) support the use of Indiana IEP to develop legally compliant IEPs that follow Article 7 requirements, (b) provide technical assistance and professional development for Indiana educators and staff who are involved in the development of high quality IEPs and (c) support Local Educational Agencies (LEAs) in the development and use of procedures to ensure compliance and the fidelity of implementation of IEP goals and services that will result in high quality instruction and programming evident by data review and progress monitoring.

Project SUCCESS

Project SUCCESS supports teachers and administrators in the design and implementation of Indiana Academic Standards in curriculum and instruction for students with significant cognitive disabilities. This includes providing critical background information and access to instructional and resource materials developed by NCSC. Project SUCCESS provides monthly professional development sessions to participating teams and on-site technical assistance as needed.

Pass Project: Promoting Achievement for Students with Sensory Loss

The Pass Project provides professional development opportunities for educators that will improve

instructional quality, promote academic achievement and foster successful post-secondary transition outcomes for students with sensory loss.

Indiana Secondary Transition Resource Center

The Indiana Secondary Transition Resource Center creates and enhances professional development activities and resources in order to build capacity to improve school and post-school outcomes. The center's work focuses on student-focused planning activities and self-determination skill development; improved Transition IEPs and use of transition assessments; access to effective academic and life-skills instruction, quality work-based learning; interagency collaboration; and family involvement.

English Learners and Migrant Students

WIDA Professional Development Series

The Office of English Learning and Migrant Education partners with the WIDA consortium to provide annual, targeted professional development to improve the capacity of teachers, principals, and other school leaders. The trainings are chosen with input from the field to address areas of need, including leadership, assessment, data, collaboration, and instruction.

English Learner Leadership Group

The Office of English Learning and Migrant Education convenes quarterly meetings and professional development with the English learner directors and related staff across the state representing LEAs with a wide range of English learner and immigrant populations. This group works closely with statewide associations, such as the Indiana Teachers of English to Speakers of Other Languages (INTESOL), to provide support to the field regarding research-based best practices, leadership development, effective implementation of EL services, and meaningful communication with parents and communities.

Request for IDOE Technical Assistance and Professional Development

The Office of English Learning and Migrant offers recurring technical assistance and professional development opportunities to LEAs on an as-needed or requested basis. The technical assistance provides effective implementation of state and federal grants for English learners and application of laws and regulations pertaining to English learners. LEA grants must include an emphasis on professional development. The requested onsite or virtual professional development address individual LEA or regional needs for English learners or immigrant students, such as leadership, assessment, data, collaboration, and instruction.

Migrant Education

Identification and Recruitment (ID&R) Training

The Office of English Learning and Migrant Education, directly and through external partners, provides training to recruiters to accurately identify and provide initial services to address the needs of eligible migratory children.

Program Evaluation

The Office of English Learning and Migrant Education conducts an evaluation of the Migrant Regional Center regular school year (RSY) and summer school year (SSY) programs to identify areas

of strength and need in the provision of instructional, support, and referral services.

Migrant Regional Center Director Meetings and Professional Development

The Office of English Learning and Migrant Education convenes quarterly meetings and professional development with the migrant regional directors and related staff. This group works closely with other organizations that serve migrant workers, such as Teaching and Mentoring Communities (TMC) that serves preschool migratory children or Proteus, Inc. that serves adult migrant workers. These meetings provide support to the field regarding research-based best practices, leadership development, and effective implementation of migrant services, and meaningful communication with parents and communities.

Request for IDOE Technical Assistance and Professional Development

The Office of English Learning and Migrant Education offers regularly recurring technical assistance and professional development opportunities to migrant regional centers on an as-needed or requested basis. The technical assistance provides effective implementation of federal grants and application of laws and regulations pertaining to migratory children. Local operating agency grants must include an emphasis on professional development. The requested onsite or virtual professional development addresses individual LEA or regional needs for migratory children, such as leadership, assessment, data, collaboration, and instruction. This includes specific needs related to out of school youth (OSY) and preschool migratory children.

5.3 Educator Equity.

- A. Definitions.** Provide the SEA's different definitions, using distinct criteria, for the following key terms:

Key Term	Statewide Definition (or Statewide Guidelines)
Ineffective teacher*	An <i>ineffective teacher</i> receives a summative effectiveness rating of “Ineffective” as determined through the local performance evaluation system that meets the requirements established by Indiana Code 20-28-11.5 An <i>ineffective teacher</i> consistently fails to meet expectations. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The ineffective teacher's students, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
Out-of-field teacher*+	An <i>out-of-field teacher</i> does not meet all applicable Indiana teacher certification requirements for a standard certificate (i.e., has a regular/standard certificate / license / endorsement issued by Indiana) in the subject area and grade level in which they are

	teaching. A teacher with an emergency or temporary credential is not considered to meet these requirements and would be considered an “out-of-field” teacher.
Inexperienced teacher*+	An <i>inexperienced teacher</i> is in the first or second year of teaching. The number of years of teaching experience includes the current year but does not include any student teaching or other similar preparation experiences. An inexperienced teacher is reported as having zero or one year(s) of experience.
Low-income student	A low-income student is eligible for the federal free- and reduced-price lunch programs, as was defined per the Indiana Department of Education’s approved equity plan, Ensuring Equitable Access to Excellent Educators in Indiana.
Minority student	A minority student, used interchangeably with “student of color”, identifies as American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or two or more races.

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Other Key Terms (optional)	Statewide Definition
Excellent Educator	An <i>excellent educator</i> receives a summative effectiveness rating of “Highly Effective” or “Effective” as determined through the local performance evaluation system that meets the requirements established by Indiana Code 20-28-11.5.
Highly-effective teacher	A <i>highly effective</i> teacher consistently exceeds expectations. This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The highly effective teacher’s students, in aggregate, generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
Effective teacher	An <i>effective</i> teacher consistently meets expectations. This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies reasonably believed to be highly correlated with positive student learning outcomes. The effective teacher’s students, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- B. Rates and Differences in Rates.** In Appendix B, calculate and provide the statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A using the definitions provided in section 5.3.A. The SEA must calculate the statewide rates using student-level data.
- C. Identification of Strategies.** If there is one or more difference in rates in 5.3.B, provide the SEA's strategies, including timelines and Federal or non-Federal funding sources, that are:
- i. Designed to address the likely causes of the most significant differences identified in 5.3.D and
 - ii. Prioritized to address the most significant differences in the rates provided in 5.3.B, including by prioritizing strategies to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19 that are contributing to those differences in rates.

The IDOE plans to leverage Title II, Part A state activities funds to support a systematic approach to human capital management addresses many of these equity gap root causes across the recruitment and retention continuum from new teacher induction programming to competency-based Excellent Educator leadership roles supported by stipends.

To address high quality responsive professional development, including mentorship and induction programs, stakeholders suggested several strategies that incorporate institutions of higher education, the Indiana Education Service Centers (ESCs), and the National Board for Professional Teaching Standards.

Stakeholders proposed that the IDOE provide guidance and recommendations on compensation models the include credit for teachers taking on professional development roles within their schools, which includes additional compensation for “mentor” and “master” teachers. It was recommended that the IDOE consider this model as a starting point for providing such guidance and recommendations. Additional recommendations included the development of an official mentoring program – similar to the one that was previously funded by the state which was dismantled in 2006 – and a communications protocol to share resources and best practices to the identified high poverty and minority schools. In an effort to disseminate these communications, the IDOE will continue its partnership with the ESCs to relay information within their regions regarding opportunities for professional development sessions as well as peer-to-peer support teacher cohorts.

At the LEA level, stakeholders recommended a calibration of evaluation practices, particularly in terms of providing feedback and targeted support. Indiana does not mandate a particular evaluation model, but does mandate several components that must be included in the chosen model. Specifically, LEAs must focus their efforts on three requirements: recommendations for improvement; targeting professional development; and other improvement supports to specific areas of need.

Institutions of higher education were also identified as a possible partner for developing and expanding mentoring and induction opportunities or requiring a fifth-year internship or residency program that provides a full year of clinical practice.

Particularly for teachers working in the highest poverty schools, research demonstrates that a palatable school culture and climate are crucial for retaining high quality educators. To improve working conditions in these schools, stakeholders recommended a state-level collection of climate surveys, promotion of teacher leadership and success stories, and support for building-level administrators. The IDOE will make existing surveys available via the Educator Equity webpage.

Stakeholders also recommended that LEAs develop and support health and wellness awareness programs to assist with response to stress and encouraged them to engage in team- and consensus-building among all teachers and administrators.

Finally, local businesses and community organizations were identified as possible partners to provide schools and teachers with financial and material resources integral for improving their working environments.

To increase positive perception of teachers, stakeholders encouraged more support for and advertisement of teacher recognition programs as well as a communications plan for highlighting teacher successes.

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Section 6: Supporting All Students

Vision Statement: Working Together for the Success of the Whole Student

Mission Statement: Indiana will purposefully meet the unique needs of the whole student through effective partnerships in order to provide a flexible, equitable, and culturally responsive learning environment.

Introduction:

Indiana children arrive to school with many strengths and challenges. Academic success in school is dependent upon multiple stakeholders utilizing an array of strategies and resources to support the academic, social and emotional, health and wellness, and environmental needs of the whole child. Furthermore, the student population in Indiana is very diverse. Numerous cultures, ethnicities, languages, and family dynamics enter our schools each day. Some students are learning English for the first time, while others need additional support to address cognitive and health-related disabilities. Children who excel need systems that support their ability to realize their gifted potential. A strong start for our early learners is vital for sustained success. However, the overarching presence of poverty plays an important role in the ability of families and communities to address additional needs, like quality childcare, mental health, and access to resources for postsecondary. Schools are well positioned to serve as a hub for communities to address the needs of the whole student due to their direct access to children and families plus the existing resources already located within the school buildings. Indiana believes that through a coordinated system of resources and stakeholders, our schools can target the needs of students by working together for student success. The outcome will result in a system that stresses high expectations for all students.

The preceding sections of Indiana's Every Student Succeeds Act (ESSA) plan are vital for schools to ensure that they can work together for the success of the whole student. Educators need valuable academic information through an effective assessment system to respond to the various learning needs. High quality staff that are equitably distributed across the state must be adequately prepared to address the unique needs of students, such as English learners, students with disabilities, high ability students, and students needing additional academic support. Meaningful accountability systems must provide information for local and state systems to target and maximize resources while highlighting areas of strength. Lastly, all students deserve the opportunity to attend a high-quality school, and this plan will ensure that struggling public schools will receive the support they need in order to become successful.

The Indiana Department of Education shall develop resources and technical assistance so local, regional, and state-level stakeholders can fulfill the shared vision of Working Together for the Success of Whole Student.

Diverse School Settings

Traditional Public Schools

The vast majority of Indiana students, over 88% in school year 2016-2017, are enrolled in traditional public schools. The network of traditional public school educators, principals, superintendents, and other staff are vital to the vision of Working Together for the Success of the Whole Student. Well-rounded academic, social-emotional, health and wellness, and environmental services are provided to traditional public school students and their families.

Charter Schools

As of the 2016-2017 school year, 95 charter schools serve nearly 44,000 students in Indiana. The IDOE leverages the relationships with existing high-quality charter school programs, charter school authorizers, and related state agencies such as the Indiana Charter School Board (ICSB) and State Board of Education (SBOE) to ensure these students have equitable access to meet challenging state academic standards and CTE standards. Indiana's growing number of charter schools are required by law to report student achievement data to IDOE to ensure students are on a track to success.

Indiana's innovation and corresponding accountability for charter schools have created an environment in which the unique needs of Indiana's diverse student population can be met in an equitable manner. The expansion of high-quality and innovative programming have led to charter school networks that are designed to meet the needs of adult high school students, students with disabilities, students from rural and low-income communities, and English learners. Additionally, students in Indiana are served by several virtual charter schools that are able to reach a larger population of students with online programming that better meets their needs.

Non-Public Schools

Several programs under ESSA require non-public equitable services, which the IDOE is committed to ensuring support is in place to meet the needs of both public and private school students, educators, and families. The IDOE conducts regular trainings and develops resources for public and private schools to implement federal programs effectively.

Additionally, through the Choice Scholarship Program, Indiana provides tuition assistance to qualifying students at participating Choice schools. Choice schools are accredited, non-public, Indiana schools who apply to participate in the program. Once approved, Choice schools are able to submit Choice Scholarship applications to the IDOE for students that meet the income and pathway requirements for the program. Upon the approval of the student application, the student receives an award for the lesser amount of their tuition and fees for the Choice school or, based on their reported household income, 50% or 90% of the public school corporation of the student's legal settlement. Before making a payment for a student, the school must submit a signed endorsement form from the parent/guardian of the student to the department. The endorsement form signifies the signing over of the student's award from the parent to the Choice school. For the 2016-2017 school year, 313 schools and over 34,000 students participated in the Choice Scholarship Program. For the 2016-2017 school year, over 142 million dollars in awards were paid on behalf of Choice Scholarship students.

Equitable Access to Meet Challenging State Standards

Holding all students accountable for a high level of achievement is a shared responsibility. Providing equitable access to challenging state standards for all students, including students of both genders, minority students, English learners, students with disabilities, and low-income students requires a system of equitable access to a robust core curriculum based on the challenging state standards and high quality instruction that is designed to meet the unique needs of students. Collaboration between professionals, parents and community agencies is a key component in determining and providing appropriate support to students, including those who struggle and those who excel. Appropriate, ongoing, and unbiased assessment is necessary to determine whether equitable access has been achieved. These key components provided within a multi-tiered system of

support and through adopting Universal Design principles will provide the framework that allows every student to succeed. The following Every Student Succeeds framework operationalizes the key components that allow all students the opportunity to meet challenging state standards:



Multi-Tiered Systems of Support (MTSS)

Indiana's vision for a Multi-Tiered System of Support (MTSS) is to provide academic, behavioral, and social-emotional support, grounded in culturally responsive practices, to all students. MTSS is not a program or an initiative, rather, an overarching framework for academic, behavioral, and social-emotional instruction and intervention. Indiana has developed guidance for academic and behavioral support and is currently expanding this draft to include a social-emotional component. The current guidance includes a multi-tiered approach to the early identification and support of students with learning and behavioral needs across the pre-K to 12 continuum. The process begins with high-quality instruction and universal screening of all children in the general education classroom. This strengths-based model systematically identifies and provides ALL students with the supports they need to succeed. MTSS is a comprehensive framework for continuous school improvement that uses data-based decision making and ongoing measurement, monitoring and evaluation of standards implementation and outcomes. Guidance for Indiana's MTSS vision is in the process of being developed for educators, parents and community partners.

Indiana's guiding principles for MTSS:

- MTSS is for ALL children and ALL educators

- MTSS requires an emphasis on the whole child and the strengths and challenges students exhibit related to overall achievement.
- Academics, behavior, social-emotional development as well as physical and nutritional health and other factors can all play a role in a student's school success.
- MTSS must emphasize college and/or career readiness for ALL students
- MTSS must be driven by district, school, and teacher leadership
- MTSS must be incorporated in school improvement initiatives and plans
- MTSS must support and provide value to effective, culturally responsive practices

MTSS success lies within the classroom through collaboration and job-embedded professional development. It supports and emphasizes the use of multiple and varied formative assessments to drive instructional practices. When implementing an MTSS system, data that is disaggregated by race, gender, and disability is key to determining whether supports are benefitting all groups equally. It is an all encompassing system that address all students' needs versus a pre-packaged solution.

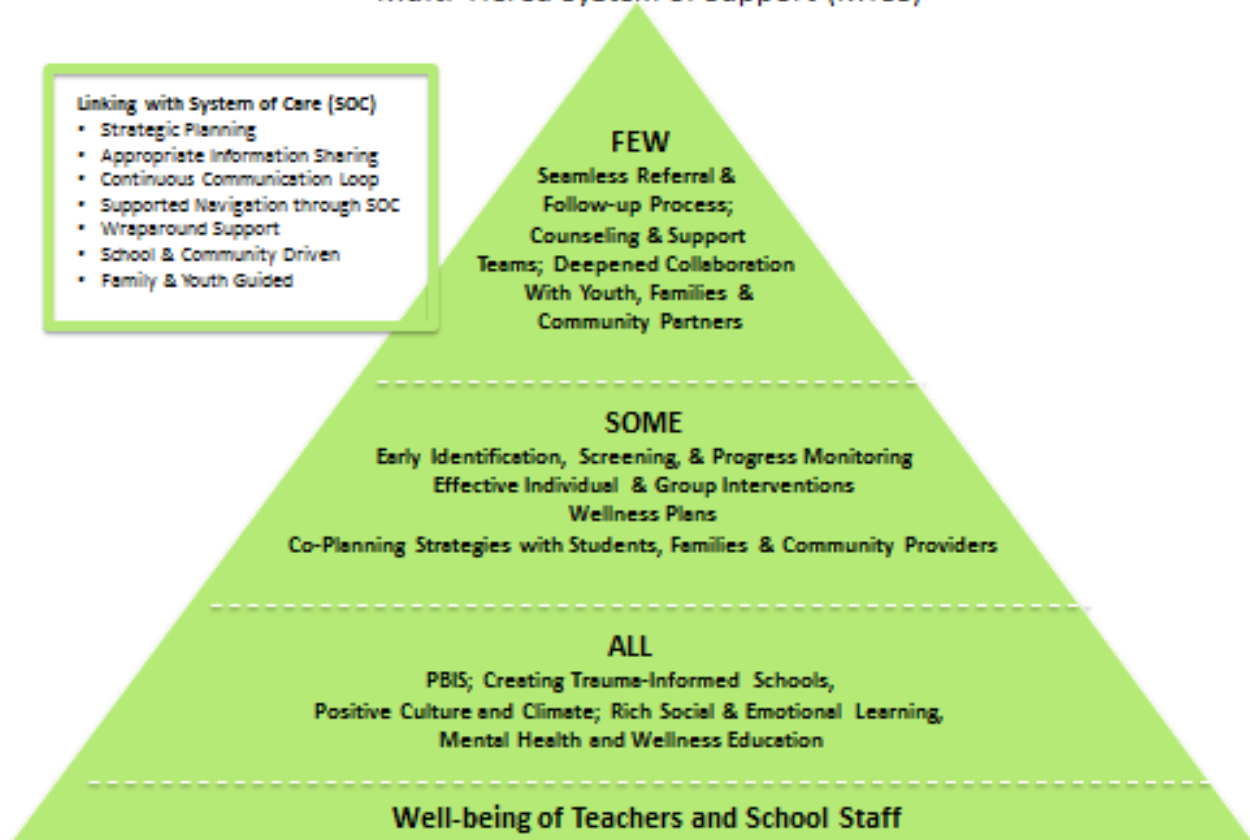
It is the intention of the IDOE to provide professional development and support to LEAs as MTSS becomes the primary structure for teaching and learning. Indiana is incorporating the "Interconnected System Framework (ISF) Mental Health Framework for Schools" into its MTSS structure.

The core features of ISF:

- Effective teams that include community mental health providers
- Data-based decision-making
- Formal processes for the selection and implementation of evidence-based practices
- Early access through use of comprehensive screening
- Rigorous progress monitoring for both fidelity and effectiveness
- On-going coaching at both systems and practices level

School Mental Health Framework

Multi-Tiered System of Support (MTSS)



The Interconnected System Framework is supported through the newly formed Indiana School Mental Health Initiative at the Indiana Resource Center for Autism at Indiana University. The shared goal is to ensure that all of Indiana's students are mentally and emotionally healthy so they are both ready to learn and can achieve their full potential. The initiative aims to provide guidance, resources, trainings, and coaching to aid schools and their community partners in providing a continuum-of-care that addresses everything from prevention through crisis intervention in an integrated way that focuses on all barriers to student learning. In recognizing that schools cannot do this alone, a primary focus will also be to help develop partnerships at the community, regional, and state level.

System of Care

In addition to the MTSS framework within schools, there is a larger Indiana System of Care (IN-SOC) statewide initiative. The Indiana Department of Education has developed a collaborative partnership with IN-SOC and is a voting member of this state-level governance board. This initiative, hosted by the Indiana Department of Mental Health, has overall, long-term strategic goals:

- Develop and endorse a single, statewide definition and application of a comprehensive, effective, SOC for youth and families in Indiana.
- Establish a board, including statewide representation, which will ultimately provide the leadership,

policy recommendations, and technical assistance needed to support communities in developing and sustaining their local SOC.

- Decrease barriers to service delivery and the feeling of service silos for families trying to access mental health treatment services for youth in their communities.
- Increase the availability and utilization of evidenced-based practices to promote positive youth and family outcomes.
- Increase cultural and linguistic competency in service delivery and reduce disparities in access, service use, and outcomes.
- Identify and fill gaps in service and additional behavioral health needs for all youth.
- Increase provider and agency accountability to the youth and families served.
- Increase the number of and access to local family and peer support groups and programs within communities.
- Develop a comprehensive evaluation plan to monitor outcomes and SOC progress in order to create a feedback loop for system and performance improvement.

Universal Design for Learning (UDL)

Indiana has incorporated UDL into assessment; however, to fully support the tenets of the framework, Indiana must operationalize the initiative. This will require the development of policy and guidance as well as technical assistance and training for local education agencies.

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences. Recognizing that the way individuals learn can be unique, the UDL framework calls for creating curriculum from the outset that provides:

- *Multiple means of representation* to give learners various ways of acquiring information and knowledge.
- *Multiple means of expression* to provide learners alternatives for demonstrating what they know.
- *Multiple means of engagement* to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Curriculum, as defined in the UDL literature, has four parts: instructional goals, methods, materials, and assessments. UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. UDL principles also lend themselves to implementing inclusionary practices in the classroom.

Students with Significant Cognitive Disabilities

The emphasis placed on equal access to curriculum by all students and the accountability required by IDEA 2004 and the Every Student Succeeds Act has presented a need for a practice that will accommodate all learners. Indiana's Content Connectors, which are alternate standards that have been developed for students with significant cognitive disabilities, are aligned with Indiana's Academic Standards. The Office of Special Education helps to fund various resource centers that provide technical assistance to schools and LEAs to help align their curriculum to these alternate standards.

The Office of Special Education (OSE) helps to fund INSOURCE, Indiana's Parent Training and Information

(PTI) Center. INSOURCE provides Indiana families and service providers the information and training necessary to ensure effective educational programs and appropriate services for children and young adults with disabilities. INSOURCE is a member of the Office of Special Education's Indiana Resource Network (IRN). Indiana is the only state that houses a PTI liaison in the state department offices (since 2009). The liaison serves on numerous work groups and committees as the parent representative and is an integral member of the OSE team. This strategy has proven to be an effective means of communication and collaboration between parents and the state department.

The Office of Special Education provides information on its website to advise parents, schools, and the public of state and federal special education requirements. This includes information for parents about requesting an educational evaluation if a disability is suspected. Indiana's special education regulations are posted, as well as "Navigating the Course," a parent-friendly document that provides guidance to parents and parent advocates. The DOE has a memorandum of understanding with First Steps, Indiana's Part C provider of early intervention services for infants and toddlers with disabilities, to facilitate the transition of students from Part C to the Part B program for children ages 3-21 with disabilities. The IDOE also has a working relationship with the Department of Child Services (DCS). The Office of Special Education regularly meets with DCS education liaisons to address concerns related to students with disabilities who are placed in foster care or residential facilities by DCS. The Office of Special Education provides information and support to schools concerning referrals and evaluations and provides a sample notice of procedural safeguards. Collaboration with Indiana IEP Resource Center, one of our Indiana Resource Network Resource Centers, provides additional information and training for schools to use in conducting appropriate educational evaluations. In November 2016, OSE updated the criteria for determining participation in Indiana's alternate assessment (ISTAR): <http://www.doe.in.gov/assessment/alternate-assessments>.

The State Systemic Improvement Plan (SSIP), OSEP, Indicator 17, is a coordinated plan that was developed as a part of an overarching requirement for states to address specific needs of students with disabilities. This plan was designed, refined, and improved with support from multiple internal and external stakeholders over a period of time. The Indiana SSIP goal is to increase reading achievement as measured with Indiana's IREAD-3 assessment by at least .5% each year for 3rd grade students with disabilities. Collaboration and coordination across the offices within the department through SSIP partnerships provide an opportunity to offer targeted assistance and supports to teachers and students with an emphasis on students with disabilities and students who struggle.

English Learners

Indiana is home to over 60,000 students who speak another language and are in need of additional support to perform well in English. Indiana adopted the WIDA English Language Development Standards in 2013 as the state college and career ready English language development standards for English learners. The WIDA ELD Standards work in conjunction with the Indiana college and career ready academic standards to ensure that English learners are provided with the supports they need to access grade and age-appropriate content standards, regardless of their level of English proficiency. All teachers who work with English learners, including content-area staff and EL staff, are held accountable to the implementation of the WIDA ELD Standards. The Indiana Department of Education has provided extensive training for LEAs on the implementation of the WIDA ELD Standards and requires that LEAs incorporate the ELD Standards in their required annual English learner plan submission. Implementation of the WIDA ELD Standards is also monitored through consolidated and federal programs monitoring, and through the Title III application process so that English learners may attain English proficiency, develop high levels of academic attainment in

English, and meet the same challenging Indiana academic content and achievement standards as all children are expected to meet.

Additionally, Indiana Department of Education policies for English learner equity align with Department of Justice and Office of Civil Rights policies regarding the inclusion of English learners in all curricular and extracurricular programming, translation support for families who speak a language other than English, age-appropriate grade and class placement, and identification and instruction of English learners with additional academic needs.

In order to accurately identify potential English learners, the Indiana Home Language Survey is administered to all students upon their initial enrollment in Indiana schools. Students with any language other than English included on their Home Language Survey are then screened for initial English language proficiency using an English language proficiency (ELP) screener. Students who score below the state-determined proficient score on the ELP screener are considered to be English learners. LEAs are required to report all enrolled language minority students, including ELs and former ELs, to the IDOE annually. All students identified as English learners are assessed annually for English language proficiency. Students who score at or above the state-determined proficiency score on the annual ELP exam are reclassified as fluent and enter a rigorous monitoring period before permanently exiting EL programming.

High Ability Students

Currently, per Indiana State Code (IC 20-36-2), dollars are provided for a state resource grant program. These funds are utilized to develop local programs for High Ability students. The funds provide state integrated services that include information in materials, professional development plans and programs, research and development services, technical assistance for student assessments and program assessments, program development, and implementation. The funds also support educators pursuing professional development leading to endorsement or licensure in High Ability Education. Dollars provided to school corporations are provided appropriations that are determined by the IDOE based on a set minimum amount increased by each student in the program. The school corporation's program is aligned with strategic and continuous school improvement and achievement plans (IC 20-31-5-4). The school that receives a grant under the subsection will submit an annual report to IDOE that includes the following: the programs for which the grant is used and the results of the programs including student general assessment results, program effectiveness or student achievement. Additionally, IDOE will survey High Ability coordinators to understand needs for high ability students, teachers, and coordinators and respond with resources and support.

Indiana requires the High Ability Program to include: 1) a broad-based planning committee that meets regularly to review the local education authority's plan for High Ability, 2) student assessments that identify High Ability students using multifaceted assessments. The assessments must identify students with high abilities in the general intellectual domain and specific academic domains. 3) Professional development. 4) Development and implementation of local services for High Ability students, including an appropriately differentiated curriculum and instruction in the core academic areas. 5) Evaluation of the local program for High Ability students and 6) best practices to increase the number of participants in high ability and underrepresented populations.

In order to improve equitable access to high ability programming, the IDOE will encourage census testing, which is the testing all students in the grade level, with an aptitude measure at multiple grade levels. Improved measures of assessment would ensure that students, including those from underrepresented populations, would have the opportunity to take the measure of aptitude regardless of their achievement

levels. High Ability students from underrepresented populations in primary grades may have lower than expected achievement due to a lack of opportunity to learn. When provided the appropriate curriculum and instruction, their achievement levels can quickly rise to be commensurate with their high ability. Census testing with an aptitude measure would also allow twice exceptional students, (students who are both gifted and have a learning disability) to be identified as their performance on an aptitude measure is less likely to be affected by their learning disability than their performance on an achievement test would be.

Early Learning

High-quality early learning experiences have a critical impact on the future success of children. These early experiences can lessen or close the achievement gap. This is especially true for low-income students. Strengthening the alignment between the birth to five systems and the kindergarten to third grade systems will solidify fundamental development in social emotional learning, literacy, and math.

Less than five percent of Indiana four year olds have access to state-funded pre-kindergarten. This deficit presents a challenge at kindergarten entry as many students arrive unprepared. Increased access to high-quality pre-kindergarten opportunities will improve school readiness and a comprehensive picture of the available early learning opportunities for four year olds will provide a baseline connection between access and readiness. Increased outreach and marketing for schools to participate in the state-funded pre-K programs while encouraging the development of high-quality pre-K through other funding streams, such as Title I and the Childcare Development Fund (CCDF), will increase equitable access for more students to access high quality early childhood education.

The Indiana Department of Education will collaborate with the Early Learning Advisory Council (ELAC) and the FSSA Office of Early Childhood and Out-of-School Learning to support the below initiatives:

- Measure percent of students enrolled in pre-k and percent of low-income students enrolled in pre-k.
- Measure percent of pre-k students enrolled in a top-rated (Level 3 or 4 on the state's quality rating and improvement system) pre-k programs.
- Measure the Quality Rating and Improvement System (QRIS) ratings for school based pre-k programs.

Education for Foster Care Children & Youth

The Indiana Department of Education works collaboratively with the Indiana Department of Child Services (DCS) and LEAs to address the numerous challenges that children in foster care face in regards to their education. DCS has identified a state point of contact, along with regional Educational Liaisons (ELs), to partner with the LEAs and IDOE foster care points of contact to promote stability and continuity in education with foster children. Through the use of joint guidance and a collaborative working relationship, decisions regarding educational placement and supportive services are tailored to the specific needs of each foster child.

Specifically, a "Checklist for Point of Contact Decision Making" has been developed by DCS to guide the evaluation of educational best interest for foster children with the LEA. Traditional barriers to educating foster children, such as transportation of students across district lines, immediate enrollment, and sharing of school records, among others, are proactively addressed through ESSA. The IDOE has named a Foster Youth Coordinator to support inter-agency efforts to support foster children and has released guidance regarding to LEAs to ensure, through Title I plans, that barriers related to enrollment, transportation, and agency

coordination are reduced. In addition, a data share is being developed between the IDOE and DCS, to allow for the easy access to basic child specific information required for educational decision making and statistical data for ongoing program evaluation. The SEA foster care point of contact will also provide necessary support to LEA's, guidance communication, and training.

Nutrition

School and Community Nutrition (SCN) staff administer the USDA Child Nutrition Programs including the National School Lunch Program, the School Breakfast Program, the Afterschool Snack Program, the Child and Adult Care Food Program, the Summer Food Service Program, the Special Milk Program, the Food Distribution Program, the Fresh Fruit and Vegetable Program and Team Nutrition. These programs are designed to provide healthy meals and nutrition education to improve the meals and nutritional awareness of Hoosier children.

SCN staff also provide a wide variety of training opportunities for school food service staff to improve their knowledge of nutrition, their culinary skills, and promote food safety. Providing this training and technical assistance supports the schools in providing healthy meals to students and helps students to develop lifelong healthy eating habits.

School Safety

Per state law³, the Division of School Building Physical Security and Safety maintains guidelines for establishing emergency response protocols, provide school safety specialist training and certification, and provide technical assistance to school administrators throughout the state of Indiana. This division disseminates resources related to school safety issues and assists school corporations with reviews and updates of their safety plans, drills, and staff development.

Per Indiana Administrative Code (511 IAC 6.1-2-2.5), each school corporation shall develop a written emergency preparedness plan, to include protocols for fire, natural disaster, adverse weather conditions, nuclear contamination, exposure to chemicals, and manmade occurrences such as student disturbance, and violence. These plans must be made available for review by IDOE, and each year thirty schools are selected at random and are inspected to ensure compliance with the law. This review also provides Safety Specialists the opportunity to review best practices and compare their plan to other schools.

The Division of Building Safety and Security also coordinates the Indiana School Safety Specialist Academy, which provides information on national and state best practices, as well as exemplary resources for school safety, security, intervention, prevention, and emergency preparedness planning. School Safety Specialists are trained to lead the development and implementation of school safety practices which will provide safe educational environments for all students. State law⁴ requires every school corporation to have a certified School Safety Specialist, and this certification is only available through the Indiana Department of Education. Recent trainings have included drug identification courses, recognizing when students are under the influence of alcohol or drugs, and the use of narcan in cases of opioid overdose.

³ Indiana Code 20-19-3-14

⁴ Indiana Code 5-2-10.1-9

While a certified School Safety Specialist is required for every public school corporation, charter schools and private schools are exempt from this requirement. However, IDOE continues to offer this training for charters and private schools at no cost. In 2016, there were 205 certified School Safety Specialists working in private schools, and 32 certified School Safety Specialists working in charter schools.

In depth resources are provided to School Safety Specialists to address the various safety issues that arise for schools. As an example, School Safety Specialists are provided specific guidance in identifying appropriate tornado procedures and identify tornado refuge areas within a school. These include a tornado preparedness training video, information from the National Weather Service, and a guidance document from the American Institute of Architects Indiana.

In partnership with the Indiana State Police, the Division of School Building Physical Security and Safety provides training to address active shooter events in schools. ISP developed the Unarmed Response to Active Shooter training videos to be used by schools when training staff suggested actions during a violent event. Training modules were also developed to address active shooter and hostage events that would occur on a bus. These modules are housed on the State Police website and IDOE site.

Per Indiana Codes (20-26-5-34.2, 20-30-5-5.5, 20-33-8-0.2, 20-33-8-13.5) every school corporation shall have a policy prohibiting bullying in their school. Schools are also required to provide bullying training to the school corporation's employees and volunteers who have direct, ongoing contact with students, and provide age appropriate, research based instruction focusing on bullying prevention each year.

Various resources are provided by IDOE to schools to satisfy these requirements. Sample discipline policies are available for schools to utilize as a template to establish their local policies based upon their resources and student body. Training tools are also provided for school staff, including readymade presentation materials available for all staff, and job specific training materials for food service, clerical service, custodial service, transportation service, and volunteers. Additionally, the School Safety Specialist for each school corporation receives bullying training that includes information on bullying data/prevalence, and best practices for identification, prevention, and intervention of bullying incidents.

Health and Wellness

Research and scientific reviews have documented that the academic success of America's youth is strongly linked with their overall health. Many students experience tremendous adversity in their lives – including poverty, physical and mental health challenges, community violence, and family circumstances – that make it difficult for them to take advantage of the opportunity to learn at school. Positive effects on educational outcomes, as well as health-risk behaviors and health outcomes, are impacted by school health programs. Similarly, programs that are primarily designed to improve academic performance are increasingly recognized as important public health interventions that impacts overall and lifelong health and wellness. According to the Centers for Disease Control and Prevention (CDC), multiple health-related factors such as hunger, physical and emotional abuse, and chronic illness can lead to poor school performance.[1]

In addition to these factors that can impact school performance, several groups of students who face significant barriers in regard to school attendance have been identified. These groups include students with chronic health conditions, students with disabilities and non-English learners (U.S. DOE, 2016). The percentage of children and adolescents in the United States with chronic health conditions (CHC) increased from 1.8% in the 1960s to more than 25% in 2007 (Halfon & Newacheck, 2010). Identifying students with

chronic absenteeism is a priority for Indiana schools as student attendance and academic achievement are intrinsically linked. According to the U.S. DOE, chronic absenteeism is widespread – with over 6 million students across the country missing 15 or more days of school in 2013-14. For the 2015-16 school year, Indiana schools reported that 134,568 students were absent (excused and unexcused) for 15 days or more. This equates to approximately 11.8% of Indiana students who missed three weeks or more of school.

Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behavior patterns.[2] Strong evidence demonstrates the need for students to have access to programs that meet their comprehensive needs, including their mental and physical health and safety, and provide a challenging learning environment. According to SHAPE America, evidence supports a direct correlation between physical and mental health and learning, which is essential to academic success, school completion, and the development of healthy, resilient, and productive citizens.

Schools are uniquely positioned to promote student engagement and help them acquire life-long knowledge and skills through comprehensive health education, physical education/physical activity, nutrition, comprehensive school mental and behavioral health services, counseling and integration among all education and health programs.[3] The Indiana Department of Education strives to achieve its vision of fostering healthy, safe, and supportive environments that support student physical, social, and emotional development as well as student achievement and attendance. Schools can impact the health and wellbeing of students by advocating for quality health services, having a positive influence on student's eating and physical activity behaviors, and providing comprehensive health and wellness programming. All students deserve the opportunity to be healthy and successful. Providing access to health services, health and wellness programming, healthy foods and physical activity plays an important role in the academic achievement of students.

Schools can influence eating and physical activity behaviors of students. Spending much of their time at school, students may eat as many as two out of three meals per day, and may get much of their physical activity while at school. All students deserve the opportunity to be healthy and successful. Providing access to healthy foods and physical activity plays an important role in the academic achievement of students.

The schools and corporations across Indiana are unique in their needs, policies and capacity. To best support schools in providing opportunities for a well-rounded education for all students, the Indiana Department of Education (IDOE) is dedicated to providing resources, guidance and technical assistance that enable schools to support the development of the whole child. Some of these specific resources include supporting students with chronic physical and mental health conditions, identifying students at-risk for drug use and overdose, suicide, bullying, trauma, violence or child abuse, and supporting healthy life-style choices regarding nutrition, physical activity, stress reduction and overall positive physical/social/emotional development.

Students that are not in attendance have a significant barrier to learning. Students who are at risk of being chronically absent and are in need of health services include those with long-term physical, emotional, behavioral, and developmental disorders that require prescription medications and medical or educational services. They also include disorders that affect a child's functional status (Forrest, Bevans, Riley, Crespo, & Louis, 2011). IDOE is committed to assisting schools with understanding when students are most at risk and helping schools better target interventions to improve student attendance and outcomes.

Although not all states have a requirement for the provision of health and physical education instruction; both subjects are required in Indiana for all grades, Kindergarten through eighth grade. Additionally, credits in

both subject areas are required for graduation. Continued encouragement and technical assistance will be provided by the IDOE to schools in an effort to support these important and necessary instructional elements that contribute to a well-rounded and healthy student.

Data-driven decisions, derived from the use of comprehensive program needs assessments (i.e. [School Health Index](#), [WellSAT 2.0](#), [Fuel Up to Play 60](#), etc.) and evidenced based interventions (i.e. [SPARK](#), [FitnessGram](#), etc.) are essential for the most comprehensive health and wellness programming. The IDOE encourages, and will continue to encourage, the use of evidence based and research driven instruction and interventions that impact health and wellness, and best fit the needs of each school/corporation. The flexibility and expanded uses of certain funds in ESSA should be broadly communicated with corporation and program leaders so that decisions are uniquely aligned with their needs and supported by data. Support for data-driven decision making is an area where the IDOE adds value to corporations and schools.

Indiana has adopted a standards-based approach to development and implementation of curriculum and instruction, based on the long tradition of local control. All Indiana students have access to rigorous academic standards, which set high expectations for academic achievement. In 2017, a team of professionals comprised of Indiana educators, post-secondary professors and community partners, collaborated with the IDOE to develop the latest edition of the Indiana Academic Standards for Physical Education and Health Education. Both sets of standards are aligned with nationally recognized standards for health and physical education. The IDOE will make available, and provide as requested, guidance and technical assistance to all schools and teachers, to assist them in the integration and implementation of the new standards into their instruction.

Schools, parents, communities, and the IDOE share a common goal of supporting the health and academic success of students. Research shows that the health of students is linked to their academic achievement. By working together, the various sectors can ensure that every Hoosier student is healthy, safe, engaged, supported, and challenged.

[1] Centers for Disease Control and Prevention. *Health & Academics*. [Web](#)

[2] Centers for Disease Control and Prevention. *A Collaborative Approach to Learning and Health*. [Web](#)

[3] SHAPE America. *10 Top Tools for Health and Physical Educators*. [Web](#)

Pathways to Postsecondary

Indiana students have an extraordinary opportunity to participate in a variety of pathways that lead to education and training beyond high school. Indiana is committed to setting students up for success by expanding and increasing the rigor of advanced placement (AP), International Baccalaureate (IB), and dual credit programs throughout local schools and LEAs in Indiana. The state is also committed to providing quality career and technical education (CTE) through career pathways. Many of these career pathways lead to a valuable industry certification and all pathways have support from local business and industry partners. Students connect pathway experiences to the workplace and build employability skills through work-based learning experiences. Early postsecondary opportunities available in Indiana include:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Dual Credit (DC)

- Industry Certification (IC)
- Work Based Learning (WBL)

Dual Credit

In Indiana, dual credit represents courses in which students have the opportunity to earn both high school and college credits in the same course. Dual credit courses are taught by high school faculty, college faculty, or adjunct college faculty either at the high school, at the college or university, or sometimes through online courses or distance education. Dual credit is offered by both state and independent colleges and universities. Indiana law requires high schools to offer a minimum of two dual credit courses with the intent of expanding opportunities for students to take college-level coursework while in high school.

The determination for whether or not a student earns college credit is based on the score they earn on the Advanced Placement exam, which is administered by the College Board. Advanced Placement courses can meet both graduation and elective requirements. There is an exam fee required, but there is fee assistance for low-income students. Over 70 high schools in Indiana had over 25% of their student population earn college credit through Advanced Placement courses.

The Indiana Department of Education has worked with the Indiana Commission for Higher Education to create the Priority Dual Credit and Technical Dual Credit Crosswalks that are used to provide guidance to schools, parents, and students regarding coursework, graduation, and postsecondary planning. The Dual Credit crosswalks provide schools with the designated IDOE coursework that directly correlates to the postsecondary institution and the maximum credits that can be earned for each course through the formal dual credit agreement.

Industry Certifications

The Indiana College and Career Pathways provide an aligned sequence of secondary and postsecondary courses leading to an industry-recognized credential, technical certification, or an associate or baccalaureate degree at an accredited postsecondary institution for careers that are high wage or high demand in Indiana. Indiana's college and career clusters include:

<u>Indiana's College and Career Clusters</u>	
Agriculture	Architecture & Construction
Arts, AV Technology & Communication	Business & Marketing
Hospitality & Human Services	Health Sciences
Education & Training	Information Technology
Manufacturing	Public Safety

STEM	Transportation
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Industry certifications are an important assessment of a student's technical skill and mastery within a specific program of study. Industry certification attainment has also steadily increased since 2013. In 2014-15, 54% of CTE Concentrators left high school with an industry certification. Over \$1.3 Million were spent in Industry Certifications during fiscal years 2015 and 2016.

In many instances industry-recognized certifications serve as the pathway assessment or capstone component of a College and Career Pathway. Additionally, certifications serve as a component of Indiana's Technical Honors Diploma, which further incentivizes students. Panels consisting of industry representatives, secondary and postsecondary teachers, and other stakeholders constantly review their respective subject areas to ensure that the most up-to-date certifications are added to Indiana's list of recognized credentials.



5

Work-based Learning

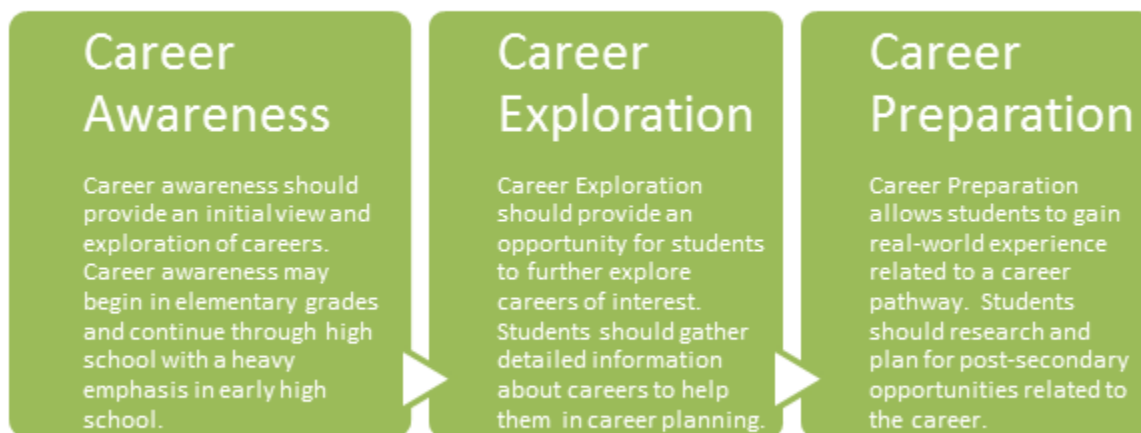
Indiana students participate in work-based learning through embedded experiences in career and technical education programs and stand alone programs that create flexibility to meet the needs of all students and all schools. The continuum of work-based learning is integrated into meaningful experiences for students at all levels. Career awareness and exploration activities start at the elementary level and are greatly expanded during middle school grades.

Students participating in activities at the career preparation level complete a portfolio reflecting the experience and are guided by a contents standards based training plan. The plan provides a guideline for students gaining employability skills along with knowledge and technical skills in a career pathway. Students help create the plan in collaboration with their classroom teacher, host site supervisor or mentor, and with approval from parents or guardians when possible. This create a collaborative initiative to guide student learning in the experience.

Additionally, funding is utilized to provide support for career and technical education (CTE) teachers and counselors in industry. The program provides professional development for teachers and counselors to

⁵ <http://www.doe.in.gov/sites/default/files/cte/17-state-cte-career-readiness-report-final-3-3-17.pdf>

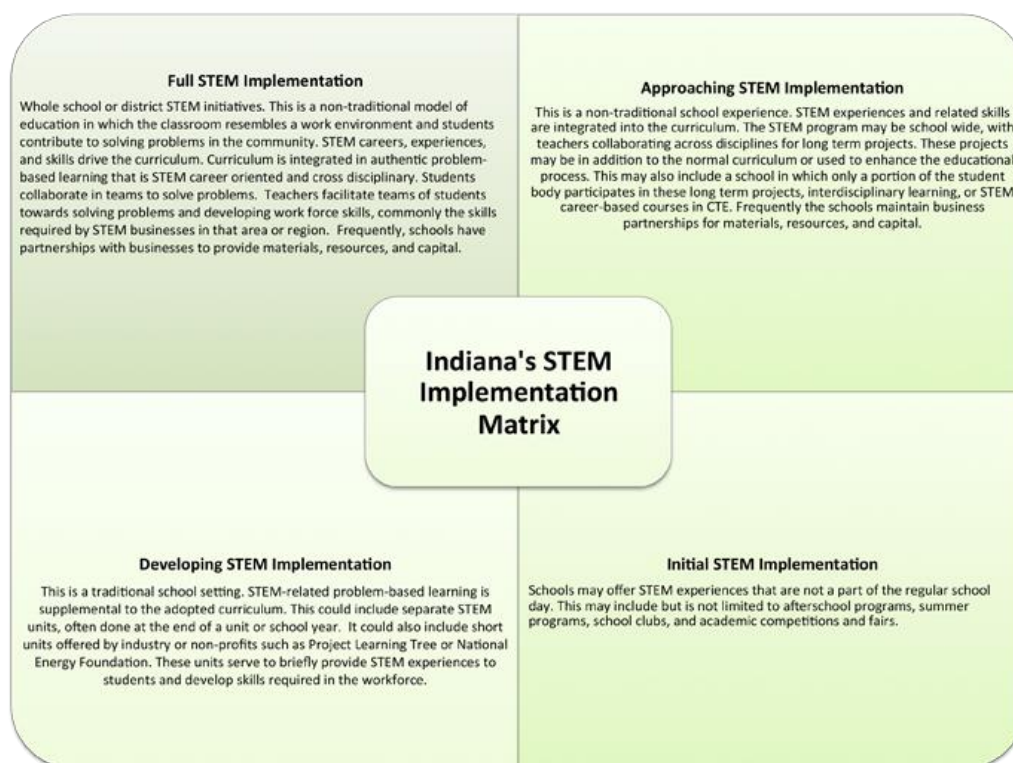
explore industry opportunities in their communities while utilizing best practices in work-based learning. Teachers will develop resources to share through networks of work-based learning instructors.



Science, Technology, Engineering, and Mathematics (STEM)

In 2012, the United States Department of Labor forecasted that by 2018, Indiana would have 118,000 Science, Technology, Engineering, and Math (STEM) jobs to fill. The Indiana Department of Education recognized that ninety percent of those jobs would require some postsecondary education, and that at that time, too few students were in programs of study that would provide skill-building in problem solving, planning, and execution to become college and career ready to fill the eventual STEM job openings. IDOE embraced the responsibility to lead Indiana in building coalitions to advance STEM education, strengthening existing programs and creating new ones to fill the STEM career pipeline. This will ensure that future STEM positions would be filled by Indiana graduates and businesses would be attracted to locate and invest in Indiana.

The Indiana STEM Education Plan was developed in 2012 and piloted during the 2014–2015 school year. The plan includes the IDOE STEM School Certification process, implementation rubric, and [tools](#) for schools to conduct a needs assessment and create an action plan for an LEA. Indiana STEM Framework is currently endorsed by STEMx, a national leader in STEM Education. Indiana currently has 32 STEM Certified Schools throughout the state that were awarded in three different cohorts. A map of these schools can be viewed [here](#). IDOE facilitates collaboration amongst STEM schools by conducting annual STEM Network Meetings where participants can share ideas and collaborate. An updated STEM Framework is currently being developed as an effort to increase the number of STEM Certified Schools in the state of Indiana.



eLearning

The IDOE's Office of eLearning supports Indiana LEAs in integrating technology for the improvement of student achievement and increased digital literacy. This support is focused on working with school and district leaders to become more future-ready, increasing collaboration with and among teachers and coaches, providing flexibility for LEA's to explore innovative new programs, and delivering focused grants that support LEAs in various stages of their transition to digital teaching and learning. The strategies below have yielded great progress in our state, resulting in strong numbers for thoughtful technology integration in Indiana. More than 75% of our LEAs have 1:1 device integration at some grade level. Ninety-five percent of our LEAs have wireless deployed in all of their schools. Sixty-eight percent of LEAs have already reached the level of broadband access recommended by national organizations.

Strategy	Timeline	Funding Sources
Innovation Planning Grants - support for forming a plan for digital learning, researching implementation, PD	Fall, Annually	David C. Ford Fund (IC 20-20-13)
Digital Learning Grants - support districts in implementing a well-developed digital learning plan	Spring, Annually	David C. Ford Fund (IC 20-20-13)
Summer of eLearning Conference Series - sponsors 25 digital learning conferences around the state, hosting 8,500+ educators	Summer, Annually	Title II A State Activities

Digital Content Curation - support teachers in the shift away from traditional textbooks	Ongoing	David C. Ford Fund (IC 20-20-13)
Digital Citizenship Initiative - content and activities that support schools in teaching digital citizenship	Ongoing	David C. Ford Fund (IC 20-20-13)
Digital Leadership Series - PD for leaders at all levels focused on being an innovative leader for today's learner	Ongoing	David C. Ford Fund (IC 20-20-13)
Flex Pilot Program - supports schools exploring innovative approaches to school schedules by leveraging eLearning options	Spring Application	N/A

Indiana Tech Plan Survey - collects and shares school technology data to analyze trends and promote collaboration	March Submission	N/A
Connectivity Grants - defrays the cost of internet connection for LEA's	Annual	SCHOOL AND LIBRARY INTERNET CONNECTION (IC 4-34-3-2)
eLearning Coach Community - organized collaboration among professionals who work to support thoughtful technology integration	Ongoing	David C. Ford Fund (IC 20-20-13)

Dual Language and Immersion

In Indiana, there are currently eight dual language and immersion programs that are receiving state grant funding to increase the number of students with access to dual language or immersion programming in Spanish and Mandarin. Dual language and immersion programs provide half of the instruction in English and half of the instruction in the target language, such as Spanish. Prior to the inception of these programs, four Indiana school corporations locally developed these programs and have seen many benefits both cognitively and culturally for all students involved.

The IDOE will continue to support the growth of the existing state pilot programs for dual language and immersion programs. This will require strategic support for program creation of a more diverse landscape of languages and the development of standards and state-level professional development programs. In addition, through licensing and collaboration with institutions of higher education, Indiana will begin the process of training qualified educators to be prepared to deliver high-quality bilingual instruction to students in these dual language and immersion programs.

Dual language and immersion programs produce significantly high results in closing the achievement gap for native English speakers and their non-native English-speaking classmates due to the development of basic functions of literacy and discourse in the first language. Second language learning is vital to the development of well-rounded students by aiding their language development, cultural competency, and global experience.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The Indiana Department of Education (IDOE) has created various methods for educating, providing guidance materials and offering resources for LEAs in regards to school climate and safety, including bullying and harassment. The IDOE collects the number and type of bullying incidences from LEAs as required by Indiana statute. The IDOE also houses a School Safety Academy, with professional development opportunities offered multiple times throughout each academic year. The Academy covers the topics of bullying and harassment to better equip educators to address these issues.

Furthermore, by providing resources and technical assistance on implementing a Multi-tiered system of support, the IDOE will assist schools in improving school conditions for student learning. This includes the reduction of incidences of bullying and harassment, the overuse of discipline practices that remove students from the classroom, and the use of aversive behavioral interventions that compromise students health and safety.

Office of Special Education (OSE) currently offers various levels of support to districts depending on the data collected annually on disproportionality with respect to discipline and bullying occurring at a higher rate for students with disabilities. Support in the form web based resources is available to all schools with more specific professional development and/or technical assistance opportunities for LEAs who report incidents of disciplining and bullying at higher rates for students with disabilities. Specific supports include:

- For the disproportionate districts, trainings are held annually for LEAs and for Mediation and Hearing Officers by the OSE and by the Indiana Resource Network (IRN) specifically addressing data, root causes analyses, Functional Behavioral Assessments, Behavior Intervention Plans, and Indiana's Article 7 discipline regulations for students with disabilities.
- The OSE investigates complaints involving bullying that result in a denial of a free appropriate public education (FAPE) to students with disabilities and provides training to ICASE (Indiana Council of Administrators of Special Education) to raise awareness of how bullying of, or by, students with disabilities could result in a denial of a FAPE and how schools should address such concerns.
- The OSE addresses discipline issues, both through complaint investigations as well as by providing professional development to school personnel, independent hearing officers, and mediators to ensure that they all understand that discipline should involve education and training to address the behavior, teach new skills or coping strategies, and otherwise address the inappropriate behaviors rather than to just remove a student from the school setting.
- For LEAs found out of compliance for Significant Disproportionality through OSE, a mandatory Significant Disproportionality Summit is held each June. Some topics of discussion at the summit include: root cause analysis, CEIS planning, culturally responsive alternatives to suspension, culturally responsive climates and cultures, and implicit bias. Corrective action plans are developed at the summit.
- In January 2017, OSE contracted with the newly created Indiana Disproportionality Resource Center

to provide technical assistance to LEAs who are disproportionately disciplining students with disabilities.

7. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

IDOE provides resources to assist LEAs in providing a smooth transition from middle to high school. These resources include, but are not limited to, a transition presentation for students and parents, which includes a through explanation of diploma and assessment requirements; a roadmap of recommended expectations/activities and academic, postsecondary and social-emotional competencies by grade level spans; and the Indiana School Counseling Competencies, which address the academic, college/career, and social-emotional developmental needs of students.

Indiana statute requires that all sixth graders create an initial graduation plan. This graduation plan is then required to be updated in grade 9 and every year thereafter through the completion of high school. The SEA and its partner agencies have created an online graduation plan and resources to assist schools in the completion of this task. Additionally, grade-level resource guides are available to assist School Counselors and schools (targeting specifically professionals new(er) to the field). Finally, a resource is available to assist schools working with English learners to provide guidance around appropriately offering credit toward graduation, placing students in appropriate grade levels and courses with support and developing college and career readiness.

IDOE recognizes a strong foundation in the early years equips a child for a lifetime of success and high quality preschool programming leads to school readiness. The Department facilitated the development of Indiana's early learning and development framework to guide educators and families. The framework supports transitions from early childhood education to elementary school by aligning the Early Learning Foundations with the Indiana Academic Standards. The 2015 revision of the foundations was based on research, feedback from practitioners, and work from professionals with expertise in each specialized area. The foundations provide the core elements that children should achieve from birth to age five in order to be ready for future success. The Foundations create common language and expectations for the early childhood field. They support teachers, parents, caregivers, and other professionals as they develop appropriate experiences for young children. The Foundations are integrated into the early childhood system through the state's quality rating and improvement system, Paths to QUALITY™.

A derivative of Indiana's Early Learning Foundations, Indiana Standards Tool for Alternative Reporting of Kindergarten Readiness (ISTAR-KR) is aligned to the Indiana Academic Standards for kindergarten in the areas of English/Language Arts and Mathematics and includes three functional areas: physical, personal care and social-emotional skills. The observation-based tool is used by community and public preschool programs. The assessment can be used to determine which skills a student has mastered and identify areas of continued focus. Data collected with this tool is attached to a student's cumulative assessment record and is accessible by the kindergarten teacher. Data from *ISTAR-KR* assessments are used for state reporting for PK students.

In order to support students with disabilities, Indiana applied for and received a USED State Personnel Development Grant (SPDG). The third goal of this grant is "to improve school transitions and post-school outcomes for students with disabilities through partnerships and collaborations among schools, community

agencies, higher education and families in a lifespan system of support.” An objective of this goal is *“Improved alignment across transition points of the lifespan”* and includes gathering input from representatives of school districts, state agencies and families together to analyze vertical alignment for transition, identify gaps and create an action plan. This alignment will start with preschool and end with the student transitioning out of school into adult life. The representatives will review data sources and identify strengths and gaps at the various transition points. An action plan with prioritized activities will be developed, including revisions to policies and procedures that may impede or strengthen collaboration, communication and expectations. The ultimate goal will be to ensure families have appropriate information prior to the next transition point as well as information to begin visioning for a viable future for their child through understanding the various community and state systems and curricular expectations for each level.

In order to address transition from high school to postsecondary education and careers, IDOE is a partner agency with the Indiana Family and Social Services Administration, Division of Disability and Rehabilitative Services to facilitate the coordination of transition services for students with disabilities. This partnership is memorialized through a Memorandum of Understanding which include the following principles:

- Students with disabilities upon exit from school will be prepared for competitive, integrated employment with access to necessary support services; or will be prepared to enter and succeed in post secondary training;
- Work and learning opportunities offered will be in alignment with the abilities, interests and informed choice of students, which may change over time;
- Students will have access to training and services designed to prepare them to live and function in domestic, recreational, social, community and vocational environments in integrated community based settings;
- Students will have access to pre-employment transition services, as defined by the Workforce and Innovation and Opportunity Act;
- Interagency cooperation and collaboration will focus on eligible students, age 14-22 years old;
- Prior to exit from secondary school, each Partner Agency will identify any and all transition services necessary for students to successfully move to the next service delivery system, as applicable. To the extent possible, the planning documents of all Partner Agencies (IEP, 504, IPE) will be integrated in terms of having the same post-secondary training and/or competitive, integrated employment goal with identified non-duplicative activities, supports and services that are mutually supportive of that goals. The Partner Agencies will consult and provide technical assistance to assist local educational agencies in identifying appropriate services and resources.
- Supporting this school to adult life initiative is a statewide stakeholder group with representatives from DOE, the Department of Workforce Development, Commission for Higher Education, Vocational Rehabilitation, parents of students with disabilities, mental health providers, employment providers, employers, Department of Corrections, special interest groups, post secondary institutions, State Department of Health, and a technical assistance center located at Indiana University with a focus on transition from school to work. This group reviews transition policies and practices and makes recommendations to the above listed Partner Agencies.

B. Title I, Part C: Education of Migratory Children

The Indiana Department of Education oversees six migrant regional centers (MRCs) that operate local and regional migrant education programs. Over 2,100 migrant children ages 0-21 received supplementary educational, supportive, and referral services in 2015-2016 through the Indiana Migrant Education Program (IMEP). A migrant student is any child ages 0-21 who moves across school district lines, either by themselves or with a guardian who is a qualifying migrant worker, often for the purpose of seeking qualifying seasonal or temporary agricultural work. The Migrant Education Program helps ensure that migratory children overcome educational disruption and other barriers they may face due to the migratory lifestyle.

1. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
 - iv. Measurable program objectives and outcomes.

Indiana's Migrant Regional Centers (MRCs) administer a needs assessment to every migrant family upon enrollment into the Migrant Education Program to determine students' academic needs, as well as health, emotional, and other needs that must be met in order for them to participate effectively in school. The needs assessments take into account the needs of the family as a whole, as well as each individual child, including preschool, school-aged, and OSY students.

All MRCs use MSIX to determine appropriate course placement for students in conjunction with the needs assessment. They also use all available data to constantly assess students' educational needs. As a "receiving state," the vast majority of Indiana's migrant students are only present during the summer. For students that remain in the state during the regular school year, MRCs work with LEAs to monitor students' academic progress and to determine the most appropriate supplemental services and support to provide each student.

Secondary students' records are assessed to determine progress on graduation, and students are offered supplemental support and opportunities to take courses they are lacking or wish to take in advance of required timelines. Secondary and OSY students also receive an additional "Individual Migrant Plan" which evaluates their needs, sets attainable goals for their time in Indiana, and lays out a plan for services to address these individual needs and goals. These individual plans are tailored for students who have dropped out of, or never had access to, the school system; with goals that may include attaining a high school diploma or equivalency, gaining technical skills and training, and increasing English language proficiency.

Preschool-aged migrant students are assessed using the SEA-determined school readiness assessment, which helps MRCs tailor support to each individual student. IDOE and MRCs work in collaboration with Migrant Head Start programs to ensure access to high-quality early childhood education for all preschool-aged migrant students in Indiana during the summer months. Where Migrant Head Start is not available, MRCs work to

provide alternative access to high-quality preschool programs. MRCs also provide families with preschool-aged children age-appropriate educational materials, supplies, and training to help support and further school readiness for migrant students.

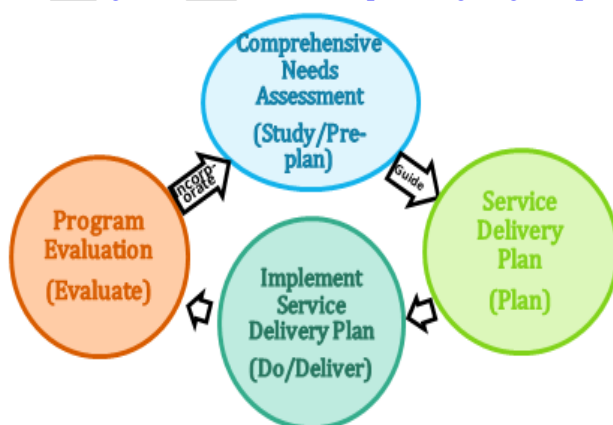
In coordination with other local, state, and federal programs, the Indiana Migrant Education Program (IMEP) ensures that all migrant students have access to free meals and textbooks. Similarly, migrant students are automatically eligible for Title I funding, and IMEP works in conjunction with SEA Title I staff to guarantee students access to the core curriculum and Title I program-- ensuring that Title I, Part C funds are supplemental. Many migrant students in Indiana are also English learners. As such, the IDOE, through the Office of English Learning and Migrant Education, trains LEA and SEA staff regarding the implementation of other services, such as English language development, to ensure the unique language needs of EL migrant students and associated federal requirements are being met.

As a condition of receiving their subgrant, MRCs are required to consult with all LEAs in their region. During this consultation the districts are informed of which services migrant students are entitled to, and of the supplementary nature of Title I, Part C services. This helps to ensure that migrant students' needs are addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs, and that they are not deprived of any other local, state or federal services to which they are entitled.

When no other local, state, or federal educational programs or funds are available, MRCs provide students with appropriate services to address their needs as identified through the family needs assessment, Individual Migrant Plans, and school readiness assessments.

In addition, parent feedback and evaluations are sought out to measure the effectiveness of the IMEP in meeting the needs of all migrant students in the state and to provide additional insight into the existing needs of the migrant community and how to best ensure their effective participation in school.

MRCs are also responsible for aligning services to Indiana's Comprehensive Needs Assessment (CNA) and Service Delivery Plan (SDP). These documents are revised every three years by a committee of MEP stakeholders that includes-- but is not limited to-- parents, MRC directors, MEP recruiters, teachers, IDOE staff, and community partners. Indiana's CNA informs program staff which areas are of the highest concern in the IMEP, and the SDP serves as a guide to MRCs when planning migrant programming.



Measurable Program Outcomes (MPOs)-- created as part of the SDP-- are revisited regularly by IMEP and stakeholder groups, and are used to evaluate all migrant programs across the state. The most recent MPOs, which are current at the time of the submission of this plan, are outlined below:

GOAL AREA: Reading and Mathematics

- By the end of the 2015-16 school year and each year thereafter, 75% of migrant students in grades K-12 receiving instructional services in reading for 30 days during the regular school year will maintain their Lexile level.
- By the end of the 2015-16 program year and each year thereafter, 75% of migrant students participating for three weeks in a summer program will maintain their Lexile level.
- By the end of the 2015-16 program year and each year thereafter, 75% of migrant students in grades K-12 receiving instructional services in math for 30 days during the regular school year or three weeks during a summer program will make target gains on an IMEP-approved assessment.
- By the end of the 2015-16 program year and each year thereafter, 75% of migrant students whose needs are assessed through an IMEP needs assessment will receive support services aligned to their needs.

GOAL AREA: School Readiness

- By the end of the 2015-16 program year and each year thereafter, 75% of migrant children enrolled in a MEP-funded regular school year or summer program for ten days in a site-based program or five sessions with a home-based tutor will make progress on three skills or demonstrate proficiency in school readiness as determined by the IMEP Kindergarten School Readiness Checklist.
- By the end of the 2015-16 program year and each year thereafter, 90% of migrant preschool students will receive site or home-based support services.

GOAL AREA: Graduation and Services for Secondary-Aged Youth

- By the end of the 2015-16 reporting period and each year thereafter, 65% of migrant students enrolled in a supplemental credit accrual program will earn at least one credit toward graduation.
- By the end of the 2015-16 reporting period and each year thereafter, 80% of migrant students enrolled in supplemental instructional services will make progress toward learning goals set in their Individual Migrant Education Plan, which may include academic skills, life skills, college and career readiness, alternative programming, or other activities as befitting the needs of secondary students or OSY.

GOAL AREA: Future Ready Learning Environments

- By the end of the 2015-16 program year and each year thereafter, 80% of staff will use appropriate technology integration strategies as demonstrated on the Fidelity of Services Provision Rubric.
- By the end of the 2015-16 program year and each year thereafter, 80% of K-12 migrant students participating in device-assisted interstate coordination will receive supplemental instructional services aligned to their academic needs during the regular school year.
- By the end of the 2015-16 program year and each year thereafter, 75% of K-12 migrant students participating in ISTE standards-aligned instruction will demonstrate a 5% gain on the digital literacy assessment.
- By the end of the 2015-16 program year and each year thereafter, 75% of secondary migrant students participating in mentorship and leadership training will successfully complete the training.

- By the end of the 2015-16 program year and each year thereafter, MEP staff will contact 90% of parents of migrant children to connect parents with appropriate information, tools, strategies or activities to help parents be involved in their child's education as recorded on the parent contact log.
- By the end of the 2015-16 program year and each year thereafter, 80% of MEP staff participating in IMEP-approved professional development will demonstrate fidelity to strategies on the Fidelity of Services Provision Rubric.

2. Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

In order to satisfy the statutory requirements that ensure a high degree of interstate collaboration and coordination, the Indiana Migrant Education Program participates in the Interstate Migrant Education Council (IMEC) quarterly meetings, the National Association of State Directors of Migrant Education (NASDME), the annual ESCORT ID&R Forum, Pre-K Consortium Incentive Grant, and participates in the Office of Migrant Education annual director's meeting in Washington, D.C. Each of these opportunities allows IMEP staff to collaborate and network with fellow state migrant staff while coordinating efforts to best serve the needs of migrant students shared between our states.

In addition, the IMEP collaborates with the Texas Migrant Interstate Program (TMIP,) as Texas is the sending state for the majority of our students. Representatives from TMIP participate in Indiana's regional director meetings as needed to ensure a high level of communication and coordination between both states. This agreement also permits IMEP staff the ability to administer Texas' state content assessment for Texas migrant students who are in Indiana.

In order to ensure a timely transfer of student data, the IMEP complies with all MSIX requirements to ensure a smooth transfer of student data to states with shared migrant student populations. Migrant Regional Centers and recruiters frequently work in collaboration with bordering states to ensure students who may move between Indiana, Michigan, Kentucky, Illinois, and Ohio do not experience an interruption due to a move.

The regional model of the IMEP allows for a high level of intrastate collaboration between regions, as well as with community partners in Indiana. IMEP conducts or facilitates monthly MRC Director meetings, monthly (bi-weekly in summer) recruiter meetings, annual statewide STEM summit, annual statewide summer preparation and planning meeting, summer wrap-up meeting, and regular OSY planning committee. The high frequency of communication and collaboration between all migrant staff in Indiana facilitates intra-state and inter-region communication. Indiana's Migrant Information and Data Access System (MIDAS) contains information on all migrant students in Indiana. All MRCs have access to this data system, and can see what services, classes, and assessments students received other regions.

In addition, IMEP and the MRCs are tasked with maintaining working relationships with community partners in Indiana. Such partnerships include the Indiana Migrant/Seasonal Farm Worker Coalition, TMC, institutions of higher education, and various local and regional community organizations.

3. Use of Funds (*ESEA section 1304(b)(4)*): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The IDOE prioritizes the use of Title I, Part C funds to first serve students who are identified as Priority for Services, as defined in ESEA 1304(d). The areas of critical need for IMEP were identified during the CNA, and placed into "Goal Areas" as part of the MPOs in Indiana's SDP. The IDOE also allocates additional funding to provide direct services to students most in need of targeted assistance, as identified through the SDP.

Another priority focus for our state is identification and recruitment (ID&R), as the IMEP aims to identify and serve 100% of Indiana's migrant students each year. MRCs employ 7 full-time, year-round recruiters throughout the state to strive to meet this goal, and also ensure that recruiters possess all the necessary tools and supports to facilitate successful ID&R. Recruiters receive regular ID&R training and guidance through eligibility review during monthly calls and at least 2 in-person trainings per year, as well as field training and support as needed. This focus on ID&R ensures that our migrant students have access to the supplemental migrant services to which they are entitled.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

The Title I Part D Neglected and Delinquent (N and D) program provides a formula grant to the Indiana Department of Education for supplementary education services to help provide educational continuity for children and youth in state and local institutions so that these youths can make successful transitions to school or employment once they are released. Institutions for delinquent children provide services at a public or private residential or day facility for youth who have been adjudicated delinquent or in need of supervision. Institutions for neglected children provide services at a public or private residential or day facilities for youth who have been committed or voluntarily placed due to abandonment, neglect, or death of their parents or guardians.

In the school year 2015-2016, Indiana had 1079 children under 21 years enrolled through the Indiana Department of Corrections, which has four state-operated facilities for neglected or delinquent children. Furthermore, 36 local educational agencies partnered with local institutions to serve 1,369 neglected youths and 5,946 delinquent youths. A total of 7,315 Indiana children and youth were served through the Title I Part D Neglected and Delinquent program in 2015-2016. A total of 97 students at local institutions are limited English proficient and 1,828 students with disabilities are enrolled at state and local institutions.

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

In order for an LEA to receive Part D funds, a copy of the formal agreement between the LEA and the correctional facility or alternative school program must be uploaded to the application. The agreement delineates the two-way support between the facility and the LEA so that neglected and delinquent children and youth receive appropriate supplemental education, counseling, program services, and effective transfer of student information. In the design of the Part D program, the applicant must describe the transitional activities, including GED testing, counseling, placement programs for post-secondary institutions, assistance

with financial aid, and job placement.

Additionally, neglected or delinquent children are categorically eligible for participation in the Title I, Part A program and these funds are available to coordinate such services under the Title I, Part D program.

2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The Indiana Department of Education has three goals in the administration of the Title I, Part D program:

1. Improve educational services in local or state institutions for neglected and delinquent children and youth in order to provide equal access and opportunity to meet the challenging Indiana academic standards
2. Improve youth transition from institutionalization to further school or employment
3. Prevent at-risk youth from dropping out, and provide youth returning from correctional facilities or institutions for neglected and delinquent children and youth with a reentry support system to ensure their continued education and involvement of their families and communities.

LEAs applying for Title I, Part D funding are required to conduct a comprehensive needs assessment to assess the needs of the students, determine program characteristics, and identify duration of services.

Through the IDOE's data reporting system, academic and vocational outcomes are tracked to ensure effective program administration and an emphasis on continuous improvement.

The IDOE expects annual increases in the following outcomes:

1. Number of students who enrolled in their local district 90 days after exiting the correctional facility
2. Number of students who earned a GED in the facility or 90 days after exit
3. Number of students who earned a GED in the facility or 90 days after exit
4. Number of students who obtained a high school diploma in the facility or 90 days after exit
5. Number of students accepted and/or enrolled into post-secondary education in the facility or 90 days after exit
6. Number of students enrolled in job training courses/programs in the facility or 90 days after exit
7. Number of students that obtained employment
8. Number of long-term students with improvement up to one full grade level from the pre- to post-test exams
9. Number of long-term students with improvement of more than one full grade level from the pre- to post-test

The IDOE expects annual decreases in the following outcomes:

1. Number of long-term students with negative grade level change from the pre- to post-test exams
2. Number of long-term students with no change in grade level from the pre- to post-test exams

LEAs and local facilities are provided access to the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth. This center provides comprehensive guidance and support to LEAs and the IDOE in the administration of the Title I, Part D program.

The IDOE conducts regular onsite and desktop monitoring and technical assistance and utilizes those results to provide further technical assistance and evaluate the effectiveness of the Title I, Part D program. The monitoring and technical assistance ensures timely consultation and delivery of services among appropriate facilities, LEAs, local support agencies, post-secondary institutions, and businesses.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

More than 112,000 Indiana students speak a language other than English at home, and there are over 275 different languages represented in Indiana schools. Of these, over 50,000 students have been formally identified as English learners due to limited proficiency in speaking, listening, reading, and writing academic English.

English learners make up roughly 5% of Indiana's total student population, and they are enrolled in schools and districts in every corner of the state. Some of these students are immigrants and refugees, but the vast majority of Indiana's English learners were born in the United States. Over 70% of Indiana ELs are at an intermediate or advanced level of English proficiency. These students may communicate very effectively in English in social contexts, but need direct English language instruction to acquire the academic language essential for success in Indiana schools. English learners have rich potential, and Indiana assessment data shows that students who achieve fluency in English often end up outperforming their native-speaking peers on state content assessments. Their cultural and linguistic contributions cannot be overstated, and the Indiana Department of Education is committed to providing the support they need to achieve the same rigorous, college- and career- ready standards as their native English speaking peers.

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Indiana has established standardized statewide entrance procedures to identify and screen potential English learners based upon the accurate and timely administration of the Home Language Survey and the English language proficiency placement exam. Indiana's Home Language Survey is standardized across all LEAs and the questions are consistent with those approved by the Office of Civil Rights and Department of Justice. The Indiana Home Language Survey is administered upon a student's initial enrollment in Indiana schools. Any student with a language other than English listed on the Home Language Survey is screened for English proficiency with the state-approved English language proficiency screener. A student who does not achieve a proficient score, which is consistent across all LEAs, on the English language proficiency screener is formally identified as an English learner.

All identified English learners must participate in the state's annual English language proficiency exam, WIDA ACCESS for ELLs. English learners with significant cognitive disabilities may be assessed for English language proficiency with the WIDA Alternate ACCESS for ELLs assessment. Students who achieve

a score of proficient, as defined by the state through longitudinal data analysis and consultation with WIDA, on their annual English language proficiency assessment exit the English learner program and enter the formal monitoring period required by ESSA.

LEAs are required to implement a rigorous, locally-designed monitoring process for their reclassified students which incorporates periodic input from English learner and content-area staff. Reclassified students, or former English learners, are eligible to receive support services from the LEA English language development program to address any remaining language needs. If a persistent language need is identified during the monitoring period, the Indiana Department of Education has provided LEAs with a process for addressing and documenting student needs and progress and for formally reentering a student into English learner programming when appropriate.

The Indiana Department of Education has a formal Home Language Survey Amendment Request process to address students who were misidentified as speaking a language other than English. School districts must submit an amendment request form with parent and district administrator sign-off, including reason for the misidentification, student English language proficiency assessment data if applicable, and original Home Language Survey for review. The IDOE English learner team reviews the Home Language Survey Amendment Request to determine whether the student was misidentified as a language minority student and approves or denies the request.

These entrance and exit procedures are required to be applied uniformly across all LEAs and are considered valid and reliable through consultation with the WIDA consortium. The entrance and exit procedures are consistent with all federal reporting and accountability requirements, including Title I. The Indiana academic content assessments are not used to determine English learner status. The standardized entrance and exit procedures are used to determine whether a student is considered an English learner and therefore entitled to an English language development program required by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA). Indiana monitors the English language development program through an annual submission of each LEA's English learner plan that states its service delivery plan, consolidated federal program onsite and desktop review, and annual data collections for English learners. The English learner plan also requires that LEAs assure that all potential English learners be screened for English language proficiency within 30 days of enrollment (or within two weeks of enrollment if the student enrolls after the beginning of the school year). The implementation of the standardized entrance and exit procedures are monitored through consolidated federal program onsite and desktop review and through annual data collections for English learners.

2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:

- v. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
- vi. The challenging State academic standards.

The Indiana Department of Education conducts annual data analysis of statewide performance on WIDA ACCESS, the state-approved English language proficiency assessment. The data analysis process helps identify statewide and localized areas of need in order to shape the annual state plan for professional development and technical assistance. The Indiana Department of Education meets regularly with a

stakeholder group of EL leaders from across the state throughout the school year. Additional LEA needs are identified and addressed in these meetings through collaborative planning.

The Indiana Department of Education provides a variety of resources, training opportunities, and published guidance to support families, teachers, building and district leaders, local school boards, and communities as they strive to meet the unique academic and social emotional needs of English learners and their families. Each year, the IDOE conducts a full-day intensive training for new Title III and EL program directors. This in-person workshop is offered to all public and nonpublic schools at no cost, and includes everything from legal requirements for serving EL students to technical assistance in completing the actual state Title III grant application. Additionally, the IDOE facilitates an annual meeting for all new and returning EL and Title III directors. This full-day meeting is also offered at no cost to all public and nonpublic school leaders and focuses on current EL issues at the federal and state level. As part of this annual meeting, training is provided regarding implementation of federal policies, assessing English learners, and meeting the needs of dually identified English learners (e.g. EL students with disabilities, High Ability English learners). Additionally, this annual meeting serves as a kick-off for the IDOE EL Leadership stakeholder group, which meets in person and virtually throughout the year. Through these meetings, the needs of Indiana EL students and the schools who serve them are identified, and stakeholders and IDOE staff partner to address them.

The IDOE has created an Indiana EL Guidebook to address key issues which EL students, families, and schools face and provide guidance regarding state and federal policy. The EL team has partnered with several other divisions at the IDOE to release joint guidance for special areas relating to English learners, such as assessment, accountability, and special education evaluation and support. The IDOE also facilitates professional development opportunities regarding WIDA implementation, differentiated instruction for English learners, working with EL newcomers, and other locally-identified areas of concern for schools and districts across the state.

The Indiana Department of Education emphasizes the importance of ongoing, high-quality cultural responsiveness training for all staff to maximize the effectiveness of English learner programming, to mediate cultural differences between schools and families, and to engage families of English learners as partners in the education process. Additionally, the Indiana Department of Education supports LEAs as they seek to create partnerships with other community organizations to provide holistic wrap-around supports for English learners and their families.

Indiana has adopted the WIDA English Language Development Standards as the state college- and career-ready English language development standards for English learners. The WIDA ELD Standards work in conjunction with the Indiana college- and career-ready academic standards to ensure that English learners are provided with the supports they need to access grade and age-appropriate content standards, regardless of their level of English proficiency. All teachers who work with English learners, including content-area staff and EL staff, are held accountable to the implementation of the WIDA ELD Standards. The IDOE has hosted dozens of WIDA-focused professional development opportunities for Indiana schools since the adoption of the WIDA ELD Standards in the 2014-2015 school year.

3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:

- vii. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency;
and
- viii. The steps the SEA will take to further assist eligible entities if the strategies

funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The IDOE Division of Title Grants and Support conducts consolidated onsite and desktop fiscal and programmatic monitoring of all federal grant programs, including Title III, based on a multi-faceted risk assessment process. The IDOE English learner team also conducts Title III-specific onsite and desktop monitoring of additional LEAs identified through the Title III risk assessment process. The Indiana Title III application for subgrantees requires LEAs to assure that they will comply with all federal requirements for English learner identification, assessment, and instruction. As part of the Title III application process, LEAs are also required to submit their Lau plan for core English language development for English learners at all grade and proficiency levels and to demonstrate how Title III funding will supplement, not supplant, the core EL program paid from state and local funds. LEAs also identify their goals for students at each proficiency level, as well as their number of Long-Term English Learners and how Title III programming will provide additional assistance for these students to promote their growth toward proficiency.

As additional accountability for English learner growth is incorporated under Title I, the IDOE will provide holistic support to LEAs who are identified for comprehensive and targeted support and addressing English learner needs and performance as part of the larger school improvement framework. The IDOE English learner team provides ongoing professional development to promote high-quality instruction of English learners and technical assistance to LEAs throughout the year. The IDOE facilitates virtual and in-person meetings of a stakeholder group of district EL leaders and conducts annual directors' meetings for all new and returning LEA Title III directors. Additionally, the IDOE English learner team travels to schools and districts around the state to provide training for classroom and EL staff and to assist LEAs in strategic planning for their English learner programs.

A need identified through our stakeholder input process was support in evaluating the effectiveness of English learner programs. The Indiana Department of Education will work collaboratively with LEAs to provide training and resources for outcome-focused EL program evaluation, and will work with LEAs to remediate weaknesses identified through the evaluation process.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

Title IV, Part A: Student Support and Academic Enrichment Grants will be a new funding option for Indiana LEAs in the 2017-2018 school year. These funds will be allocated with the intended use of increasing the capacity of LEAs, schools, and local communities to provide all students with access to high-quality Science, Technology, Engineering, and Mathematics (STEM), reading, career and technical education (CTE), International Baccalaureate (IB), dual credit, advanced placement (AP), or social and emotional supports.

1. Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

In accordance with section 4104 (a), 95 percent of the state allocation of funds will be awarded through a competitive grant process to public LEAs and charter schools. The state will reserve no more than 1 percent for state-level administrative costs. The remaining portion of funds not allocated according to 4104(a) will be utilized for monitoring of subgrantee activities, training and technical assistance to

subgrantees, capacity building in the priority areas of: reading, STEM, dual credit, technology integration and social-emotional supports. Public feedback regarding ESSA implementation called for the inclusion of social-emotional supports as a priority point in order to help all students achieve success and improve school conditions for learning.

2. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The distribution of Title IV, Part A funds will be through a competitive grant process. All competitive grant applications are rated against standard review criteria. The SEA develops and employs a Scoring Rubric aligned to the various required sections of Indiana's RFP/application, each with a prescribed point designation (with higher scores representing exemplary ratings and lower scores representing weaker ratings within scored categories). No LEA award will total less than \$10,000. LEAs receiving a subgrant may not reserve more than 2 percent of the total award amount for direct administrative costs. Due to the competitive nature of the grant, the state will ensure that at least 20% of the funds available are distributed for well-rounded educational opportunities, at least 20% for safe and health students, and a portion for effective use of technology. The state may allow a successful subgrantee to focus upon solely one, two, or all of these areas as long as the total state distribution appropriately matches the requirements. Competitive grants will be made available for the length of one year. LEAs may choose to carry out the activities described under this part via a consortium through a single application.

The Scoring Rubric, aligned to RFP/application requirements, delineates expectations that are to be evidenced by the reviewer and/or IDOE staff to justify points awarded within each section. Required elements of the RFP/application, scored by peer reviewers and thereby rated within the Scoring Rubric, include, but are not limited, to the following requirements outlined in section 4106:

- Assurance that the LEA will prioritize funding to:
 - Schools with the greatest needs, as determined by the LEA;
 - Schools with the highest percentages or numbers of students counted in accordance with section 1124(c);
- Assurance that the LEA will complete all activities and requirements by the state, including an emphasis on the following through a needs assessment to ensure access to a well-rounded education, improvement of school conditions for student learning to create a healthy and safe school environment, or access to personalized learning through technology:
 - Science, Technology, Engineering, and Mathematics (STEM); or
 - Reading; or
 - Career & Technical Education; or
 - International Baccalaureate (IB), Dual Credit, and Advanced Placement; or
 - Social/Emotional supports
- Assurance that the LEA ensures equitable participation by private school children and teachers;
- Assurance that the LEA that is awarded a grant and chooses to solely focus upon technology integration shall only spend up to 25% of its funding on technology infrastructure;
- Assurance that the LEA consulted with, and will continue to consult with parents, teachers, principals, other school leaders, specialized instructional personnel, students, community-based organizations, local government representatives, Indian tribes or tribal organizations, charter school teachers, other school leaders, and others with relevant and demonstrated expertise, in planning for this grant, as per section;
- Descriptions of activities and programming that the LEA or consortium will carry out, such as:

- Partnerships with institutions of higher education, business, nonprofit organizations, community-based organizations, or other public or private entities with a demonstrated record of success in implementing activities specific to Title IV, Part A;
- The program objectives and intended outcomes for Title IV, Part A activities;
- The manner in which the LEA will periodically evaluate the effectiveness of the program in meeting the stated objectives

Scoring Process

The purposes of the review and scoring process are to ascertain: (a) the overall strength of the applicant's proposal; (b) the applicant's potential for effectively implementing proposed activities and fiscal responsibilities; (c) the applicant's capacity to fully implement its proposed program; and (d) the likelihood that proposed strategies and activities will help participating students meet challenging Indiana academic standards and any local academic standards. Using the Scoring Rubric developed by the SEA, each RFP/application is independently reviewed and scored by multiple peer reviewers and/or IDOE staff.

Reviewers' individual applicant ratings are submitted to SEA staff where they are assigned a final score based on the average of each applicant's peer reviewers' ratings. In instances where the SEA determines that there are substantial differences among reviewer ratings of a single applicant, the SEA assigns an additional internal review of the RFP/application to establish a final rating.

Ranking Applicants to Determine Award Winners

Once the peer review process ends, the SEA staff begins the final review process to determine actual award winners. Using the final score of each RFP/application (i.e., the assigned reviewers' averaged scores), the SEA ranks all applicants from highest to lowest. Then, based upon funding available, the SEA determines how many applicants can potentially be funded (in rank order). Once applications are ranked, several factors are considered in making final grantee selection determinations:

- In instances where multiple applicants fall within the cut-off score eligible for funding but cannot all be served (due to funding limitations), the SEA determines which applicants are awarded funds. This decision is most generally based upon ensuring, to the extent practicable, that awarded applicants represent various geographical regions of the State, including urban and rural communities. If the decision involves a prior applicant, the SEA also considers prior data (e.g., financial reports; numbers of students served; and any compliance actions that may have occurred).

Notification and Posting of Winners

All applicants are notified, in writing, as to whether or not their proposal was selected for funding. Awards are subject to availability of Federal funds and Indiana entities selected for funding are subject to negotiation with the SEA, whereby final award amounts may be adjusted from levels projected within the RFP/application proposal. Grant awards are not final until approved by the SEA and an award letter/contract (through the Indiana Department of Administration's procurement process) is received from the Indiana Department of Education. Those awarded funding are identified on the IDOE's Title IV website.

G. Title IV, Part B: 21st Century Community Learning Centers

Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

The Indiana Department of Education serves as the designated agency responsible for the administration and supervision of programs assisted through the federally-funded 21st Century Community Learning Centers grant award.

As specified by the ESSA statute, section 4202(c) State Use of Funds, the Indiana SEA will dedicate each fiscal year's 21st CCLC allocation to be used for the following purposes:

- Not less than 93 percent of State funds will be reserved for grant awards to eligible entities, defined under section 4201(b)(3), to implement 21st CCLC programs at the local level;
- Not more than 2 percent will be used for state administration to carry out its responsibilities, including establishing and implementing a rigorous peer review process to rate and rank applications for subgrants; and
- Not more than 5 percent will be used to conduct state activities relative to effective program implementation, e.g., monitoring, evaluation, capacity building, prescreening external organizations, professional development training and technical assistance

Subgrant Awards to Eligible Entities

Eligible entities include LEAs, community-based organizations, Indian tribe or tribal organizations, other public or private entities, or a consortium of two or more such agencies, organizations, or entities. Examples of Indiana eligible entities include, but are not limited to:

- School Districts/Charter Schools
- Schools (through an LEA or community-based organization)
- Educational Consortia
- Non-profit Agencies
- City or County Government Agencies
- Regional Education Service Centers
- Faith-based Organizations
- Institutions of Higher Education

Indiana will reserve not less than 93% of its State allocation, each fiscal year, for grant awards to implement 21st CCLC programs across Indiana. Through a highly-competitive Request for Proposal (RFP)/application and rigorous peer review process detailed in Part G-2, the SEA will make subgrant awards to eligible entities that prioritize services to:

(A) Students who primarily attend—

- Schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) or other schools determined by the local educational agency to be in need of intervention and supports;

- Schools that enroll students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models; and
- Families of such students.

(B) Applications submitted jointly by eligible entities with at least one Title I, Part A LEA and another eligible entity; and

(C) Applicants demonstrating, through a rigorous Peer Review process, that proposed activities are not currently accessible to students who would be served; or would expand accessibility to high-quality services that may be available in the community.

Funds Allocated to Recipient Entities

As required by ESSA statute, at least \$50,000 in any grant year must be requested by eligible applicant entities, and subgrant awards will be made for a period of not less than three years and not more than five years, per section 4203(a)(8). As specified within the SEA's RFP/application for grants, eligible entities will (1) describe how subgrant programs will be coordinated with other programs funded under ESSA, and other programs as appropriate; (2) assure that subgrant funds will be used to supplement and not supplant other Federal, State, and local public funds expended to provide 21st CCLC programs and activities; and (3) describe within its sustainability plan how funded activities will continue after grant funding ends.

State Administration

The SEA will use not more than 2% of its State allocation, each fiscal year, to carry out its 21st CCLC responsibilities. Administrative funds will be dedicated to supporting:

Program-Funded Staff

A program director, assistant director, and two grant specialists are funded through SEA administrative program funds and serve as the Indiana Department of Education's 21st CCLC program staff.

Assistant Director: Responsible for the daily operations and oversight of all 21st CCLC responsibilities and State activities and reports to IDOE's Director of Title Grants and Support. Together, the director and assistant director work collaboratively with IDOE's Office of Financial Services to ensure the fiscal integrity and management of both SEA resources and subgrantee allocations, including financial reporting obligations and the approval and processing of relevant budgetary changes, invoices and travel requests. The assistant director oversees the work of the IDOE grant specialists and contracted staff (e.g., PD and technical assistance) and works collaboratively with program and department staff, as well as stakeholders to implement high-quality State activities as defined in section 4202(c)(3). In addition to in-state meetings and trainings, the assistant director also attends federal meetings to stay abreast of program expectations, network with other state coordinators, and observe best practices to share with Indiana stakeholders.

21st CCLC Grant Specialists: Work under the direction of the assistant director to support the administrative responsibilities and State activities of Indiana's 21st CCLC program. Their responsibilities include, but are not limited to: providing day-to-day support and technical assistance to grantees; conducting subgrant

monitoring activities; overseeing program improvement plans resulting from grantee monitoring findings; supporting the development of the RFP and new comprehensive 21st CCLC Handbook; supporting the work of the peer review process; supporting PD and webinar trainings; participating in staff development for capacity building; reviewing grantee application amendments and renewals for purposes of approval; and evaluation data collection and oversight of EZ Reports—used to complete the federal 21APR and prepare the annual Statewide Evaluation Report.

Peer Review Process

Administrative funds will be used to pay peer reviewers for their time and participation in the review and ranking of eligible entity RFPs (applications) for 21st CCLC funding, as detailed in Part G-2. Peer reviewers will be identified and selected by the SEA based on reviewers' expertise in providing effective academic, enrichment, youth development, and related services to children. The SEA will not include any applicants, or representatives of an applicant, that have submitted an RFP for the current application period. The number of peer reviewers selected by the SEA will be based upon the number of eligible entities submitting Letters of Intent to apply for grant funding. Other relevant peer review administrative costs may include the identification and vetting of potential peer reviewers, RFP scoring rubric development, peer reviewer training and the compilation of relevant applicant/awardee data.

State Activities

The SEA will use not more than 5% of its State allocation, each fiscal year, to conduct State activities relative to effective program implementation at both the State and the local levels.

Monitoring

All new subgrantees receive an on-site monitoring visit within the first 12 months of funding to ensure activities occur as approved within the grant and for SEA staff to gather information regarding future technical assistance needs

IDOE 21st CCLC program staff annually monitors grants by reviewing and approving budget worksheets prior to each implementation phase and conducting Desk-top Reviews on select compliance and quality elements (e.g., program implementation; partnerships & collaboration; staff management; safety & nutrition; program evaluation).

As desk-top reviews are completed, IDOE program specialists rate the grantee as: Exemplary (exceeds expectations); Meeting Requirements; In Development (whereby the grantee would be asked to submit a written plan to address identified deficiencies or needs; or Non-Compliant (where grantee has not begun or is not currently engaged in efforts aimed at meeting program expectations or deliverables of their approved application).

Using these findings and other periodic benchmarks, the SEA employs a risk assessment to determine the scope of ongoing SEA onsite programmatic and fiscal monitoring and/or technical assistance needs for all funded entities throughout the entire project period. Risk assessment ratings range from “no apparent risk” to “low,” “moderate” or “significant risk” on the following indicators:

1. Experience of the afterschool administrative staff (or changes in administrative personnel)
2. Length of time between monitoring reviews

3. Severity of select monitoring findings and resolution of required corrective actions
4. Severity of select fiscal responsibility findings and resolution of required corrective actions
5. Grant award amount
6. Number and severity of audit findings
7. Drawdown performance
8. Emergent issues with potential medium-high impact on effective programming

Overall program implementation as determined by desk-top and onsite monitoring, financial integrity and reporting, and evaluation results also inform the SEA's decision-making for program renewal.

Providing Capacity Building, Training and Technical Assistance for SEA Staff and Eligible Entities that are Applicants or Recipients of Awards

Across a program year, the IDOE offers training and technical assistance to support both award recipients, as well as eligible applicant entities. Training examples include: regional fall "grant access & readiness tour" to build awareness and help potential applicants and new grantees understand CCLC and RFP (application) expectations; Webinars and relevant trainings to support applicants' preparation of RFP seeking 21st CCLC grant funding; New cohort orientation training and support materials; EZ Evaluation Reports webinar trainings; Financial webinar training; and a Statewide Evaluation webinar.

As determined through consultation with the Governor's Office, other state agencies, and a stakeholder advisory group committed to youth development programs and adult learning activities, guidelines were established to further ensure that subgrant awards are of sufficient size and scope to support high-quality and effective programs. The SEA is working to prepare an updated Indiana 21st CCLC Program Guide, broad in scope—both programmatically and fiscally—to serve as a comprehensive reference point for applicant and grantee questions. This will be an invaluable resource to both State and local program staff.

Since grantee needs vary considerably, Indiana does not mandate a "one-size fits all approach" to professional development or technical assistance. Therefore, the SEA offers various options (a menu approach) for PD training options for local 21st CCLC program staff on topics such as: STEM; Literacy; College & Career Readiness; Family Engagement; Positive Youth Development; Leadership Development; Nonprofit Management; and Grant Compliance. The SEA also supports the approval of local PD options that align directly with the training priorities of the LEA served by the program (e.g., blended-learning instructional strategies). Conferences relevant to effective afterschool learning (in-state and out-of-state) are attended by both State and local program staff (e.g., the 21st CCLC Summer Institute sponsored by USDOE; Multistate Conferences; the National Afterschool Association Convention; the Out of School Learning Summit in Indianapolis).

The IDOE 21st CCLC program staff offer ongoing technical assistance to grantees across the project period and through periodic 21st CCLC "All Grantee Meetings" hosted by the SEA. Beyond that, those entities identified by the SEA as high need/struggling grantees receive direct onsite technical assistance, delivered by external experts and aligned specifically to the individual grantee's identified need.

Conducting a Comprehensive Evaluation of the Effectiveness of Programs and Activities

The SEA will conduct a statewide evaluation of the effectiveness of Indiana's 21st CCLC programs and activities. Staff will collect and track local grantee evaluation data, aligned to the reporting requirements of the federal 21APR, including Grantee Overview data (contact information, grantee location, grantee type, and

grantee award information); Contact Information (center name/location, verification of expanded learning time activities, feeder school designations, partners, and types of activities including: properties of activities, student participation rates, staffing overviews, participant attendance rates, ethnicity of participants, gender, special populations, and family participation data); and Outcomes, e.g., State assessment data, teacher survey results, or participants' classroom grades. In addition to annually reporting all grantees' 21APR data to the U.S. Department of Education, the SEA will prepare an annual State Evaluation Report showing statewide data findings, as well as evidence of program and activity effectiveness. Results will be shared with stakeholders, posted on the SEA's 21st CCLC website, and used by the SEA to inform program decision-making.

Ensuring Grantees Comply with Section 4202(c)(3)(E(F) and (H)

The SEA understands its responsibility for ensuring grantee compliance with the following elements:

- Align activities with challenging State Academic Standards
- Identify partners with external organizations in the community, if available
- Coordinate funds with other Federal and State funds to implement high-quality programs

Each of the aforementioned required elements are examined by the SEA at multiple levels. They are included within Indiana's RFP (application for grant award), generating points within the SEA's aligned Scoring Rubric used by peer reviewers to rate and rank grant applications. Each element is also embedded in the SEA's desk-top monitoring reviews of grantees and observed during onsite monitoring visits.

Providing a List of Prescreened External Organizations

Newly required under ESSA, the IDOE staff is working to complete its initial list of prescreened external organizations (e.g., networks or intermediaries) that local program entities may select to provide targeted professional development or offer technical assistance in supporting their afterschool programming efforts. Indiana's prescreened external organization representatives will be comprised of entities that are youth development experts and educators with a proven history of running or supporting afterschool initiatives, such as: the Indiana Afterschool Network; the Indiana Association of United Ways; the Indiana Youth Institute; and Indiana universities and colleges.

Those prescreened external organizations initially-identified will be posted on the SEA's 21st CCLC website prior to the next RFP, and will be updated as the SEA works with its Advisory Group and other stakeholders to ascertain other options for the identification and approval of additional external organizations.

Working with Stakeholders to Review & Improve State Policies and Practices

The SEA's 21st CCLC Advisory Group will meet periodically across each program year to inform State policy decisions relevant to grant-funded afterschool initiatives and program expectations. While 2-3 annual meetings will generally suffice, additional meetings may be convened, if desired or needed. The diverse Advisory Group is composed of knowledgeable individuals who are program champions, deeply committed to ensuring effective afterschool initiatives across Indiana.

2. **Awarding Subgrants** (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a

proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

Based on ESSA statutory requirements, the SEA defines eligibility criteria for highly-competitive 21st CCLC grant awards and prescribes those expectations within an applicant RFP notification. Eligible applicants must submit applications that conform to the SEA's established RFP process, delineated on its website and detailed through applicant trainings conducted prior to the RFP/application submission due date.

The SEA will make 21st CCLC grant awards to eligible entities that serve students who primarily attend schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); other schools determined by the LEA to be in need of intervention and supports; and the families of such students. Applications submitted within the prescribed timeline are reviewed by SEA program staff to ensure completeness, applicant eligibility and adherence to submission requirements, before advancing to the SEA's rigorous Peer Review process for the identification potential grant recipients.

Scoring Rubric Developed for Use by Peer Reviewers

All competitive grant applications are rated against standard review criteria. The SEA develops and employs a Scoring Rubric aligned to the various required sections of Indiana's RFP/application, each with a prescribed point designation (with higher scores representing exemplary ratings and lower scores representing weaker ratings within scored categories).

The Scoring Rubric, aligned to RFP/application requirements, delineates expectations that are to be evidenced by the reviewer to justify points awarded within each section. Required elements of the RFP/application, scored by peer reviewers and thereby rated within the Scoring Rubric, include but are not limited to:

- Assurance that the program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students;
- Description of the partnership between an LEA, a community-based organization, and another public entity or private entity, if appropriate;
- Demonstration of need for 21st CCLC program, based on an analyses of community needs (including the needs of working families) and available resources for the CCLC program, and describe how partners were involved in assessing need and services;
- Demonstration that 21st CCLC funds will be used to increase the level of State, local and other non-Federal funds that would in the absence of these funds be made available for programs and activities authorized by this program (i.e., cannot supplant Federal, State, local or non-Federal funds);
- Description of the supplemental activities to be funded, demonstrating that students receive at least 300 additional program hours before, during, or after the traditional school day;
- Demonstration that the eligible entity will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparations, and possible youth development of student participants;
- Description of how travel safely to and from the center and home (as applicable) is provided to program participants, and assurances that the program occurs in a safe and easily accessible facility;
- Description of how activities are expected to improve student academic achievement, as well as overall student success;

- Description of how the eligible entity will disseminate information about the 21st CCLC program (including its location) to the community in a manner that is understandable and accessible;
- Demonstration of how the proposed program coordinates with other federal, State and local programs and makes effective use of public resources;
- Assurance that the proposed program is developed and will be carried out in active collaboration with participating schools that students attend (including in the sharing of relevant data, in compliance with applicable laws relating to privacy and confidentiality) and with partnership entities;
- Assurance that the proposed program is developed in alignment with Indiana's Academic Standards;
- Description of how the activities will meet the measures of effectiveness described in section 4205(b) including: established performance measures aligned to expectations of the regular school program (i.e., measures that track student success and improvement over time; include State assessment results; and other indicators, such as attendance during school day, regular classroom grades, survey data);
- Description of how the applicant will encourage and use appropriately qualified persons to serve as volunteers, if the eligible entity plans to use volunteers in activities carried out through the 21st CCLC program;
- Description of a preliminary plan for how the community learning center will continue after 21st CCLC funding ends;
- Assurance that the community will be given notice of the applicant's intent to submit an application/RFP for 21st CCLC funds, and will make it available for public review after submission; and
- The SEA offers priority points to applications submitted jointly by a Title I, Part A local educational agency (includes Indiana charter schools) and at least one community-based or faith-based organization or other public/private entity. Priority points are also awarded if applicants meet or exceed expectations defined within its RFP guidelines.

Selection and Training of Peer Reviewers

The rigorous Peer Review process will be established in consultation with the Governor's Office and other state agencies for administering youth development programs and adult learning activities. Indiana Department of Education 21st CCLC staff does not review the RFP/application sections generating scoring points to determine the ranking of proposals potentially eligible for funding. For proposal scoring, the Department solicits reviewers and collects resumes to identify a cross-section of external peer reviewers with knowledge and experience in out-of-school time educational programs, elementary and secondary education, and higher education. Every effort is made to select reviewers that represent local educational agencies (both urban and rural), community-based organizations, and faith-based organizations from different regions of the State.

The SEA's 21st CCLC staff convenes individuals selected as peer reviewers to participate in a group training session and receive their assigned RFP/applications. Peer reviewers are required to remove themselves from the review and scoring of any RFP/application for which they have a real or perceived conflict of interest. Reviewers receive an overview of 21st CCLC program expectations, a review of common terms and acronyms, and an explanation of their role in serving as a peer reviewer. As a group, reviewers are taught how to use the SEA's Scoring Rubric to determine their RFP/application ratings (and justify scores awarded in the lowest or highest range of ratings) within each scoring category. Following group training, eligible entity RFPs/applications are assigned, by the SEA, to individual peer reviewers for independent scoring. SEA staff oversees the process and remain available to address questions, as needed, and to collect scoring documents

and applicant RFPs as the peer reviewers complete assigned RFP/applications.

Scoring Process

The purposes of the review and scoring process are to ascertain: (a) the overall strength of the applicant's proposal; (b) the applicant's potential for effectively implementing proposed activities and fiscal responsibilities; (c) the applicant's capacity to fully implement its proposed program; and (d) the likelihood that proposed strategies and activities will help participating students meet challenging Indiana academic standards and any local academic standards. Using the Scoring Rubric developed by the SEA, each RFP/application is independently reviewed and scored by multiple peer reviewers.

Reviewers' individual applicant ratings are submitted to SEA staff where they are assigned a final score based on the average of each applicant's peer reviewers' ratings. In instances where the SEA determines that there are substantial differences among reviewer ratings of a single applicant, the SEA assigns an additional internal review of the RFP/application to establish a final rating.

Ranking Applicants to Determine Award Winners

Once the peer review process ends, the SEA staff independently begins the final review process to determine actual award winners. Using the final score of each RFP/application (i.e., the assigned reviewers' averaged scores), the SEA ranks all applicants from highest to lowest. Then, based upon funding available, the SEA determines how many applicants can potentially be funded (in rank order). Once applications are ranked, several factors are considered in making final grantee selection determinations:

- The SEA first verifies that a 21st CCLC-funded program does not already exist for a school (grade levels) during the same grant application period proposed by a new eligible entity (the new potential grant award winner).
- The SEA also verifies that there are not two (or more) separate applicants proposing to serve the same school (grade levels).
- In instances where multiple applicants fall within the cut-off score eligible for funding but cannot all be served (due to funding limitations), the SEA determines which applicants are awarded funds. This decision is most generally based upon ensuring, to the extent practicable, that awarded applicants represent various geographical regions of the State, including urban and rural communities. If the decision involves a prior applicant, the SEA also considers prior data (e.g., financial reports; numbers of students served; and any compliance actions that may have occurred).

Notification & posting of winners

All applicants are notified, in writing, as to whether or not their proposal was selected for funding. Awards are subject to availability of Federal funds and Indiana entities selected for funding are subject to negotiation with the SEA, whereby final award amounts may be adjusted from levels projected within the RFP/application proposal. Grant awards are not final until approved by the SEA and an award letter/contract (through the Indiana Department of Administration's procurement process) is received from the Indiana Department of Education. Those awarded funding are identified on the IDOE's 21st CCLC website.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

The purpose of the Rural and Low Income Schools grant is to provide financial assistance to Local Education Agencies (LEAs) to assist them in increasing student achievement.

1 Outcomes and Objectives (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The first programmatic goal states that all students will reach high standards, at a minimum proficiency or better, in English/Language Arts, and Mathematics. Of the 45 school corporations which participated in the RLIS grant in the prior year, 23 showed an increase from the previous year in their English/Language Arts scores on the ISTEP+ assessment.

The second programmatic goal states that school dropout rates will decrease by 0.5 percent during the RLIS grant period. Reductions in dropout rates meeting this threshold were seen in 27 of the 45 school corporations for fiscal year 2015-2016 when compared to the previous year. Additionally, five Indiana school corporations maintained a rate of total 0 dropouts in 2015.

IDOE receives RLIS funds on a formula basis. The amount of funding a state receives is based on its proportionate share of children in average daily attendance (ADA) in all districts eligible to participate in the RLIS program. For the FY15 Rural and Low Income allocation, 45 school corporations in Indiana applied for and received funds. IDOE utilizes funding under this subpart to ensure LEAs target funding to allowable activities under Title I, Title II, Title III, and Title IV in order to help students meet challenging State academic standards.

In order to achieve the overarching goal of helping students meet challenging State academic standards, funding is utilized in the following ways:

- Teacher recruitment and retention;
- Professional development for educators, including training on the effective use of technology;
- Support for educational technology and technology designed to improve instruction for students with disabilities
- Parent involvement activities;
- Title I-approved activities to improve instruction for students in poverty;
- Improving instruction for English learners

2. Technical Assistance (ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The Rural Education Achievement Program (REAP) includes initiatives designed help rural districts that may lack the personnel and resources to compete effectively for Federal competitive grants and that often receive grant allocations in amounts that are too small to be effective in meeting their intended purposes.

The Alternative Uses of Funds Authority is a flexibility provision that allows eligible LEAs to combine funding under certain programs to carry out local activities under other specified Federal programs.

LEAs that are awarded RLIS grants may use the funds to carry out one more of the following activities:

- Title I, Part A (Improving Basic Programs Operated by local education agencies)

- Title II, Part A (Improving Teacher Quality State Grants)
- Title III (Language Instruction for Limited English Proficient and Immigrant Students)
- Title IV, Part A (Student Support and Academic Enrichment)

IDOE awards annual subgrants to LEAs that meet the applicable requirements. District eligibility for the RLIS grant is specifically tied to the following criteria: 1) Twenty percent or more of the children aged 5 to 17 served by the LEA must be from families with incomes below the poverty line and 2) All schools served by the LEA must have a locale code of 32, 33, 41, 42, or 43, as determined by the U.S. Secretary of Education.

During the 2016-2017 school-year, 44 LEAs were awarded funds for the Rural and Low Income Program in Indiana. The IDOE maintains regular communication with LEAs (i.e. grant application deadlines, remaining funds memos, and grant revision correspondence) to ensure guidelines are met throughout the grant period. LEAs are also provided with ongoing grant implementation and technical assistance such as allowable activities guidance, REAP regulatory guidance, fiscal best practices, and updates or changes with the REAP program from U.S. Department of Education.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

The Indiana Department of Education through the Indiana Education for Homeless Children and Youth program (INEHCY) (**INEHCY website:** <http://www.doe.in.gov/student-services/indiana-education-homeless-children-youth-inehcy>), currently employs several strategies to identify and assess the needs of homeless children and youth. These strategies include training, outreach, technical assistance and guidance, monitoring, McKinney-Vento sub-grants, and state law. These strategies are used in tandem to ensure that, regardless of where or when children become homeless, whether they are in sub-grant districts or not, they are able to access a public education.

- A. A key strategy in identification is training offered to a broad audience which includes homeless liaisons, district staff, district administrators, several state agencies, and community service providers. Training opportunities address how homelessness is defined and what it portrays across Indiana, the educational rights of homeless children and youth, the roles of the homeless liaison and state coordinator, and best practices in addressing the needs of homeless children and youth. Elementary and Secondary Education uses a variety of formats and customize trainings to current topics and specific requests.
- B. The timely identification of students who qualify for services and supports under the McKinney-Vento Act is the paramount duty of the homeless liaison within every local education agency (LEA) in our state. To best facilitate the identification of children and youth who are experiencing homelessness, housing questionnaires are provided to the parents of each child, and each unaccompanied youth, in every district.
- C. The dissemination of the housing questionnaire is to occur at the beginning of each school year, and also upon new enrollment for students entering the district throughout the academic year. Student enrollment and the provision of supportive services are to take place immediately upon student enrollment to ensure timely attention to the needs of students who are experiencing homelessness. In

addition to the use of the housing questionnaire, LEAs are to use an intake/interview form with all students who qualify as homeless according to the McKinney-Vento Act, to ensure that all district services and necessary supports are identified and provided.

- D. The McKinney-Vento Act applies to children and youth age 21 and under, consistent with their eligibility for public education services under state and federal law. State laws vary, but generally provide access to all students until high school graduation or equivalent, or until age 18 or over. For special education students, federal law provides the right to access services until age 22. 20 U.S.C. §1412(a)(1)(A) and IC § 20-35-1-8. The McKinney-Vento Act includes no program-specific age requirements to qualify as an unaccompanied homeless youth. Thus, if a youth is eligible for K-12 public education in the state, he or she may be enrolled and served as an unaccompanied homeless youth.
- E. The State Education Agency (SEA) collects homeless student data from Local Educational Agency (LEA) through an electronic survey-Homeless Summary Report. The purpose of this data collection is to gather student specific data/information on the student experiencing homelessness, students identified as receiving 504 services and students of active duty parents in the armed forces, during the academic school year. This information is used for federal and state reporting. LEA's collect homeless student data locally through the use of housing questionnaires, and then submit the information to their district level student information systems; that data is then reported to Indiana Education for Homeless Children & Youth (INEHCY). The Consolidated State Performance Report (CSPR) data is made available to SEAs for verification and correction. Once completed, the data is reviewed by Indiana Education for Homeless Children & Youth staff & Data Collection staff, certified, and submitted to ED through the Education Data Exchange Network/Ed-Facts system.
- F. The Indiana Education for Homeless Children & Youth (INEHCY) offers routine, comprehensive training to all LEAs regarding the duties of the district, including the requirements related to the immediate identification and enrollment of homeless children and youth, the use of housing questionnaires and intake forms, the provision of all services and supports necessary for academic success in school, and the requirement for routine data collection and reporting.

Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The Indiana Education for Homeless Children & Youth (INEHCY) developed and implemented a three tiered homeless dispute resolution process to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved. Since that time, homeless parents, or unaccompanied homeless youth, who wish to appeal a school district's decision related to the identification, enrollment, placement or provision of services for homeless students may engage in the homeless dispute resolution process. All districts in the state of Indiana use the same dispute process to ensure consistency across the state in the event that students move across school district lines.

- A. Students must remain enrolled, be allowed to attend school as normal, and continue to receive all services as homeless student would be eligible for during the time the dispute is being settled.
- B. Students may not be expelled without due process of the law.
- C. Students and their families must be provided with a written explanation of any decisions.
- D. That notice must also include information on how to appeal the decision through Indiana State Board of Education, the contact information of the school district's McKinney-Vento Liaison, and the contact information of the state coordinator.

Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

ESSA has created a renewed focus on measuring and reporting the academic performance of some of our most vulnerable students, including those who are homeless. These new requirements will give states and districts detailed information to determine whether students are receiving the support necessary to be successful.

- A. The Indiana Education for Homeless Children & Youth (INEHCY) offers a comprehensive program for school personnel, including liaisons, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel, to heighten the awareness of school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.
- B. The Indiana Education for Homeless Children & Youth (INEHCY) offers routine, comprehensive training for LEA liaisons, and all interested school district staff are welcome and encouraged to attend. Training includes information pertaining to the federal requirements outlined in the Act to ensure local districts appropriately implement the law and immediately enroll and serve children and youth experiencing homelessness. Other state and federal programs including Migrant Education; Title I, Part A; Head Start; school nutrition; Title I, Part D; foster care; and other state and federal partners routinely provide informational support through supplemental presentations at McKinney-Vento training. Multiple onsite regional training opportunities are offered throughout the school year, with additional IDOE resources such as sample forms, translated materials for families, NCHE posters, flyers, Informational tip sheets and other resources included. Live and recorded webinars from NAEHCY & NCHE are provided by the McKinney-Vento state coordinator as specific topics and issues warrant additional information for the field.
- C. With the additional language pertaining to LEA training in the newly reauthorized McKinney-Vento Act, Indiana will continue to providing robust and comprehensive training and technical assistance to LEAs, and will add a tracking component to allow IDOE McKinney-Vento program staff to focus on outreach and technical assistance for districts that do not access training opportunities as frequently as they should.
 - The Indiana McKinney-Vento Academy (www.edifyk12.com) provide consistency in guidance throughout state of Indiana. This site was developed so that we can provide a streamlined way for communication, learning, resources and credentialing. These courses were developed to help train new and current Liaisons and to provide credentials once the courses have been completed.
 - Participants can download any resources that were uploaded directly from the Indiana McKinney-Vento Academy such as a PDF or a MS Word document. These resource are through the National Center for Homeless Education (NCHE) and the National Association for the Education of Homeless Children and Youth (NAEHCY), as well as training provided by The Indiana Education for Homeless Children & Youth (INEHCY).
 - IDOE McKinney-Vento State Coordinator will have the ability to track the progress of Liaisons as they transition through the Beginner, Intermediate and Advanced

Courses with usage information and real-time assessment data. All assessments have been aligned to McKinney-Vento Standards, allowing McKinney-Vento staff to see where Liaisons might need additional support for their learning.

- D. Full-day McKinney-Vento liaison training workshops are offered by the SEA multiple times throughout the school year, in addition to breakout presentations at conferences offered by other state agencies and partner organizations. Additionally, all districts are notified monthly through electronic alerts regarding the availability of training and webinars offered through the NCHE.

Additionally, IDOE has a longstanding relationship with the National Center for Homeless Education, which is the official clearinghouse and technical assistance center for the U.S. Department of Education. Resources including Liaison Toolkits, issue briefs, online training, webinars and other materials are routinely sourced as IDOE provides a layered approach to training and technical assistance. Telephone 4/10/2017 and email assistance through The Indiana Education for Homeless Children & Youth (INEHCY) office is available to school district personnel upon request. The provision of training and technical assistance is a critical component of Indiana's McKinney-Vento program, as best practices are shared along with the legal requirements of the Act.

Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that: Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

Young homeless children in Indiana have access to public preschool programs, administered by the SEA or by the LEA, as provided to other children in Indiana. The McKinney-Vento program at IDOE has an ongoing collaborative relationship which creates a cross-agency support system when coordinating services and supports for early learners. The McKinney-Vento Liaison Training, offered through The Indiana McKinney-Vento Academy includes input from early childhood/preschool/Head Start/ECE (Early Childhood Education) programs, including information related to the Head Start regulations related to homeless children. Additionally, the competitive McKinney-Vento grants offered by The Indiana Education for Homeless Children & Youth (INEHCY) to LEAs include coordination and targeted services for early learners/preschoolers experiencing homelessness so that they can enroll in, attend and succeed in preschool programs. These efforts may include reserving slots, collecting data and conducting community needs assessments related to homeless early learners. LEAs are made aware of the federal McKinney-Vento requirements related to the priority for enrollment and the provision of services for homeless preschool students, including transportation to school of origin when in the best interest of the student. With the reauthorization of the McKinney-Vento Act, LEAs in Indiana will recognize school of origin rights for preschool students in programs operated by the LEAs.

ix. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

Indiana has taken a multi-pronged approach to the needs of both unaccompanied homeless youth enrolled in school and those youth who have been separated from school including youth that have had little or no education. This means that while the definition and identification of unaccompanied homeless youth, their

needs and best practices in supporting them are covered in the Indiana Education for Homeless Children & Youth (INEHCY) program trainings, technical assistance, subgrant funding, and monitoring as described above, the program also reaches out to other offices within State of Indiana to integrate awareness and the needs of unaccompanied homeless youth into their work. Examples of this collaboration include the following:

- A. The state coordinator has presented and recommended homeless liaisons to speak on panels at conferences on dropout prevention and re-engagement. Trainings offered by other divisions within the department that address the re-engagement and support of out of school youth are highlighted for homeless liaisons.
- B. Indiana Education for Homeless Children & Youth (INEHCY) will continue to collaborate with other LEA's dropout prevention staff and encourage the use of Individual Learning Plans for homeless students given their high mobility. Training has been and will continue to be provided with a specific focus on re-engaging youth, using student developed Individual Learning Plans, verification of homelessness, assisting youth with FAFSA applications and college and career counseling.
- C. The Indiana Homeless/ Unattached Youth Verification for the Purposes of Federal Financial Aid is posted on Indiana Education for Homeless Children & Youth (INEHCY).
- D. Verification of homelessness for all students, particularly unaccompanied homeless youth, is covered in the initial sessions for homeless liaisons and is discussed in technical assistance calls.

Educational stability for vulnerable students, particularly those that are homeless, is critical. Students experiencing homelessness will not be separated from their peers, and will receive the same opportunities to fully participate as any other student would enjoy. State policies and procedures, outlined on <http://www.doe.in.gov/student-services/indiana-education-homeless-children-youth-inehcy>, ensure that students are not segregated or stigmatized on the basis of their homeless status and there are no barriers to enrollment and attendance in all academic and extracurricular activities.

ix. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

Indiana Education for Homeless Children & Youth (INEHCY) ensures that homeless children and youth who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities. Children and youth experiencing homelessness are to be enrolled and able to fully participate in all school activities. Extracurricular school activities, such as sports, music, theater, debate, and clubs, are often a key to engaging children and youths in school. They can provide students with a sense of belonging, stability, pride, and responsibility and strengthen a student's application for higher education admission and scholarships. This is including varsity level sports are school activities.

- A. Homelessness can create barriers to participation in extracurricular activities. Homeless students who change schools during the school year may not meet residency requirements related to sports or may enter school in the middle of the season. They may lack birth certificates, physical examinations, and other documents normally required prior to participation and may not be able to pay for equipment or fees. The McKinney-Vento Act provides legal rights and support to help ensure that students experiencing homelessness can participate fully in extracurricular school activities.
- B. LEAs are required to enroll children and youths experiencing homelessness immediately. "Enroll" is defined in the McKinney-Vento Act as specifically "attending classes and participating fully in school activities." Therefore, homeless students must be allowed to enroll and participate immediately in

class and other academic activities and extracurricular school activities, such as sports, music, and clubs.

- C. Athletic associations must comply with the McKinney-Vento Act's requirements, and must remove barriers to homeless student's participation in sports, paying special attention to participation rules related to attendance and residency. Moving into the 2017-2018 school year, Indiana Education for Homeless Children & Youth (INEHCY) with guidance from IDOE-legal team will work with Indiana High School Athletic Association (IHSAA) to develop guidance and explore best practices related to full athletic participation by homeless students. Similarly, to ensure homeless student's access to all school activities, barriers due to outstanding fees and fines are to be addressed by LEAs. Fees for extracurricular activities are to be waived or paid through donations or district funds.

Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

Understandably, it can be difficult for students who are homeless to maintain regular attendance at school, which often leads to these students being chronically absent. Every effort is made by districts to ensure that prompt services are provided to overcome this barrier by providing support through: Title-I services, early learning, credit recovery, and access to other college and career readiness opportunities. The state coordinator works with state support teams, through the regional system of support, to help address local needs through the improvement process.

Non-academic barriers are also a priority and consideration as districts determine how to best provide the stability and consistency these students need to be successful in school. Indiana offers a competitive process for districts to apply for additional funds to support the academic, tangible and intangible, needs of this population. The applicants are scored according to need and quality of application.

The point at which children enter a school is often the point at which they are identified as homeless. One of the strongest strategies to ensure identification at enrollment and to eliminating enrollment delays has been the training of enrollment staff. This group is often overlooked for training and professional development opportunities so when their role in working with families is spotlighted, they respond enthusiastically. The detailed knowledge of the community and each family within the school is framed as the foundation for spotting the clues to possible homelessness. These trainings offered by the state coordinator and local homeless liaison have ensured greater immediate access for incoming students and have facilitated access to support services for families and students that might otherwise have become disconnected.

The Indiana Homeless Education has been reviewed and revised to reflect reauthorization under ESSA and addresses the immediate enrollment of homeless students, their school records, school selection, and transportation. The Advisory is posted on the Indiana Education for Homeless Children & Youth (INEHCY) webpage and is covered in the all training sessions for homeless liaisons.

i. requirements of immunization and other required health records;

- A. The Indiana Department of Public Health reviews its policies on immunizations and health records annually. Notifications of these updates go out to all schools and is posted on the Children and Hoosier Immunization Registry Program (CHIRP). This collaboration with Department of Health has removed barriers during enrollment and has built awareness among school nurses who are often the front line staff identifying already enrolled homeless students.

- B. Similarly, guidance and adjustment counselors may become aware of already enrolled students' homelessness before other staff or faculty members. Training for this group focuses on the impact of homelessness on learning and behavior and equips guidance and adjustment counselors with the knowledge they need to support their students, including high school students who are approaching graduation and planning for post-secondary education.
- C. The state coordinator stresses collaboration with local medical, dental and mental health clinics that can provide immunizations and physical examinations. This collaboration has facilitated homeless students being treated for their needs and ensure access to sports and other school activities. The state coordinator has presented to school-based health clinic staff and clarifies communications between school health providers and homeless liaisons. School nurses and health providers have been grateful to know how to answer questions and to refer students and families that have self-disclosed their homelessness.
- D. As a best practice, larger districts and most mid-size districts have implemented building contacts that are able to support the district's homeless liaison in identifying and supporting homeless students at the building level. This expands the liaison's capacity, ensures students' rights, and reduces disruptions.
 - i. **residency requirements;** Districts may offer residency affidavits to be completed by host families in doubled up situations. While helpful, districts are reminded that a child may *not* be held out of school while an affidavit is being obtained or if the host refuses to complete one.
 - ii. **lack of birth certificates, school records, or other documentation;** (RECORDS- Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained—(a)so that the records are available, in a timely fashion, when a child or youth enters a new school or school district; and (b)in a manner consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g).)
 - A. School to school transfer of records has expedited appropriate placement of students with the services they need, particularly when the transfer of records complements discussions with parents about a student's needs.
 - B. The Indiana Education for Homeless Children & Youth (INEHCY) program serves as a third party conduit for the transfer of records in severe domestic violence cases and the state coordinator on many occasions has reached out to counterparts in other states to facilitate the transfer of records across state lines.
 - C. All students must be enrolled immediately regardless of presenting for enrollment without documentation. A memorandum regarding the school's duty to immediately enroll is sent to principals and superintendents annually.
 - iii. **guardianship issues; or**
 - A. The Indiana Education for Homeless Children & Youth (INEHCY) has developed a caregiver form that establishes the responsibilities of caregivers and requests their contact information to replace traditional proof of guardianship. This form should be crafted carefully so it does not create further barriers or delay school enrollment.
 - B. The U.S. Department of Education's Education for Homeless Children and Youth Program Non-Regulatory Guidance suggests using "caretaker affidavits, enrollment forms for unaccompanied youth, and other forms [that] replace typical proof of guardianship" to facilitate immediate enrollment.
 - C. Review and revise LEA policies that may serve as a barrier to immediate enrollment for unaccompanied youth.

- D. Ensure that enrollment staff at all district schools understand the rights of unaccompanied youth and are familiar with the policies and procedures for immediate enrollment of these students.
- E. Contact parents or legal guardians, when appropriate, to clarify their relationship with the caregiver and what authority they wish them to exercise.

iv. **uniform or dress code requirements.**

- A. The homeless liaison assists homeless students with school uniform requirements. Indiana law allows school boards to have school uniform or dress code policies if they are necessary to maintain order or to prevent the endangerment of student health and safety. If a school has uniforms, it must assist low-income families in obtaining the uniforms and in helping students to comply with the dress code policy.
- B. Collaborate with community-based and public agencies to provide homeless students with school uniforms to ensure that an inability to purchase a school uniform does not create an enrollment barrier.

Policies to Remove Barriers (722(g)(1)(I) of the *McKinney-Vento Act*): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

- Train all school enrollment and administrative staff, counselors, school social workers, and school leaders on the legal requirements regarding immediate enrollment;
- Develop affidavits of residence or other forms to replace typical proof of residency. Such forms should be carefully crafted so that they do not create further barriers or delay enrollment;
- Develop caregiver affidavits, enrollment forms for unaccompanied youths, and other forms to replace typical proof of guardianship. Again, such forms should be carefully crafted so they do not create further barriers or delay enrollment;
- Establish school-based immunization clinics or other opportunities for on-site immunizations;
- Accept school records directly from families and youths;
- Develop short diagnostic assessments to place students immediately while awaiting complete academic records;
- Inform families and youths, in a language they can understand or in an accessible format for individuals with disabilities, as appropriate, of their right to attend either their school of origin or local school;
- Develop clear, understandable, and accessible forms for written explanations of decisions and the right to appeal;
- Expeditiously follow up on any special education and language assistance referrals or services;
- Utilize online services such as vital records office websites that provide birth certificates and State health records databases for proof of immunization (this is preferred to re-immunizing students who do not have records readily available);
- While waiting on official school records, have informational conversations with parents and youth, as well as teachers and staff at the student's previous school to find out a little about the student so that academic services can be put in place immediately;
- When a student dis-enrolls, assemble a portfolio of information and samples of schoolwork in a folder that the parent or student can show upon enrollment in the new school;
- The homeless liaison must assist homeless student in getting school fees waived. Schools often charge students and families significant fees that youth who are homeless are not able to afford. These include

graduation fees, lab fees, field trips fees and for participating in activities. In Indiana, school fees should be waived for students who are eligible for free breakfast or lunch. Students who are homeless are automatically eligible for free breakfast or lunch and, therefore should have their fees waived.

- The homeless liaison assists homeless students with school uniform requirements. Indiana law allows school boards to have school uniform or dress code policies if they are necessary to maintain order or to prevent the endangerment of student health and safety. If a school has uniforms, it must assist low-income families in obtaining the uniforms and in helping students to comply with the dress code policy.
- Collaborate with community-based and public agencies to provide homeless students with school uniforms to ensure that an inability to purchase a school uniform does not create an enrollment barrier.

Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The Indiana Education for Homeless Children & Youth (INEHCY) program continues to ensure homeless youth FAFSA applications and verification of their homelessness. In addition through both internal and external collaboration The Indiana Education for Homeless Children & Youth (INEHCY) has sought to expand support prior to secondary graduation, through the transition to and graduation from post-secondary education. Strategies to ensure as defined in section 725(2) are provided with equal access to college and career counseling, assistance in completing support include the following.

- A. **Graduation Plan:** Indiana Statute (IC 20-30-4) requires all students in consultation with the School Counselor and parent, to develop a Graduation Plan in grade 6 and to then further develop the plan in grade 9 and every year thereafter until the student graduates from high school. This plan must include subject and skill areas of interest to the student and a program of study to match such interests and assessments taken.
- B. **Counseling:**
 - a. Article 4 (511 IAC 4-1.5), the Student Services Rule in Indiana, requires student assistance services at the elementary and secondary levels. Student assistance services, coordinated by school counselors, school psychologists, or masters level school social workers, are defined as those services that prevent or alleviate problems that interfere with student learning and include prevention, assessment, intervention (counseling), and referral.
 - b. Article 4 (511 IAC 4-1.5), also requires educational and career services at the secondary level, which shall be coordinated by a school counselor and include admission and orientation; study skills and tutoring; achievement testing; advising and scheduling; career education, assessment, planning and placement.
- C. The Indiana Education for Homeless Children & Youth (INEHCY) state coordinator has built awareness of unaccompanied youth, their needs, and is piloting programs and services to address those needs.
- D. The Indiana Education for Homeless Children & Youth (INEHCY) state coordinator has provided guidance to higher education administrators, admissions, financial aid officers and staff together with homeless liaisons, high school guidance counselors, local providers and child welfare to expand awareness of the growing population of homeless youth transitioning to higher education, their unique needs for housing, food, and support, and the abyss they fall into when those needs are not met.

The Indiana Department of Education, through the Indiana Education for Homeless Children & Youth

(INEHCY), strives to ensure educational access and stability of homeless children and youth through building awareness, increased identification, policy revision, public notice of educational rights, and equal access to comparable services. Strategies to accomplish this include training, outreach, technical assistance and guidance, monitoring and intra- and interagency coordination and collaboration with a broad array of stakeholders.

Acronym Glossary (Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B)

- **INEHCY** Indiana Education for Homeless Children & Youth
 - **NCHE** National Center for Homeless Education
 - **NAEHCY** National Association for the Education of Homeless Children and Youth
 - **CSPR** Consolidated State Performance Report
 - **CHIRP** Children and Hoosier Immunization Registry Program
 - **IHSSA** Indiana High School Athletic Association
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DRAFT

Consolidated State Plan Assurances

Instructions: Each SEA submitting a consolidated State plan must review the assurances below and demonstrate agreement by selecting the boxes provided.

- ☐ **Coordination.** The SEA must assure that it coordinated its plans for administering the included programs, other programs authorized under the ESEA, as amended by the ESSA, and the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the Child Care and Development Block Grant Act of 1990, the Education Sciences Reform Act of 2002, the Education Technical Assistance Act of 2002, the National Assessment of Educational Progress Authorization Act, and the Adult Education and Family Literacy Act.
- ☐ **Challenging academic standards and academic assessments.** The SEA must assure that the State will meet the standards and assessments requirements of sections 1111(b)(1)(A)-(F) and 1111(b)(2) of the ESEA and applicable regulations.
- ☐ **State support and improvement for low performing schools.** The SEA must assure that it will approve, monitor, and periodically review LEA comprehensive support and improvement plans consistent with requirements in section 1111(d)(1)(B)(v) and (vi) of the ESEA and 34 C.F.R. § 200.21(e).
- ☐ **Participation by private school children and teachers.** The SEA must assure that it will meet the requirements of sections 1117 and 8501 of the ESEA regarding the participation of private school children and teachers.
- ☐ **Appropriate identification of children with disabilities.** The SEA must assure that it has policies and procedures in effect regarding the appropriate identification of children with disabilities consistent with the child find and evaluation requirements in section 612(a)(3) and (a)(7) of the IDEA, respectively.
- ☐ **Ensuring equitable access to Federal programs.** The SEA must assure that, consistent with section 427 of the General Education Provisions Act (GEPA), it described the steps the SEA will take to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs as addressed in sections described below (e.g., 4.3 State Support and Improvement for Low-performing Schools, 5.3 Educator Equity).

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APPENDIX TABLE OF CONTENTS

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A		Measurements of Interim Progress
B		Educator Equity Differences in Rates Tables
C		Educator Equity Extension Plan and Differences in Rates Tables

APPENDIX A: MEASUREMENTS OF INTERIM PROGRESS

Instructions: Each SEA must include the measurements of interim progress for academic achievement, graduation rates, and English language proficiency consistent with the long-term goals described in Section 1 for all students and separately for each subgroup of students (except that measurements of interim progress for English language proficiency must only be described for English learners), consistent with the State's minimum number of students. For academic achievement and graduation rates, the State's measurements of interim progress require greater rates of improvement for subgroups of students that are lower-achieving or graduating at lower rates, respectively.

A. Academic Achievement

Grades 3-8 English Language Arts (Public School Students who were enrolled 90% of the school year)														
Subgroup	Actual Pass Percentages							Goal Pass Percentages (Decrease "Did Not Pass" rate by half)						
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
All Students	76.94	78.91	79.69	80.05	81.29	67.82	66.42	68.81	71.21	73.61	76.01	78.41	80.81	83.2
American Indian	74.04	74.77	76.11	75.86	77.48	63.06	64.37	66.92	69.46	72.01	74.55	77.10	79.64	82.2
Asian		83.00	83.62	84.22	85.74	79.26	78.41	79.95	81.49	83.04	84.58	86.12	87.66	89.2
Black	58.61	60.81	62.87	63.60	65.16	47.43	45.22	49.13	53.04	56.96	60.87	64.78	68.70	72.6
Hispanic	64.47	68.50	69.87	70.20	72.64	56.24	54.33	57.59	60.85	64.12	67.38	70.64	73.90	77.2
Multiracial	74.89	76.09	77.73	78.25	80.18	65.11	63.64	66.24	68.83	71.43	74.03	76.63	79.22	81.8
Native Hawaiian or Other Pacific Islander		84.24	79.17	80.73	78.64	66.80	59.71	62.59	65.46	68.34	71.22	74.10	76.98	79.9
White	80.81	82.88	83.43	83.80	84.90	72.62	71.59	73.62	75.65	77.68	79.71	81.73	83.76	85.8
Special Education	43.26	48.09	49.72	49.90	50.72	29.01	28.65	33.75	38.85	43.94	49.04	54.14	59.23	64.3
Free/Reduced price meals	66.10	68.91	70.30	70.85	72.71	55.46	53.75	57.05	60.36	63.66	66.96	70.27	73.57	76.9
English Learners							55.00	58.21	61.43	64.64	67.86	71.07	74.29	77.5

Grades 3-8 Mathematics (Public School Students who were enrolled 90% of the school year)														
Subgroup	Actual Pass Percentages							Goal Pass Percentages (Decrease "Did Not Pass" rate by half)						
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
All Students	78.87	80.58	81.96	83.86	84.44	61.97	59.76	62.63	65.51	68.38	71.25	74.13	77.00	79.9
American Indian	74.93	77.54	78.36	80.21	82.00	57.00	56.19	59.32	62.45	65.58	68.71	71.84	74.97	78.1

Asian		88.02	88.35	90.07	91.15	78.54	77.04	78.68	80.32	81.96	83.60	85.24	86.88	88.5
Black	57.68	59.26	62.47	65.74	66.98	37.55	34.65	39.32	43.99	48.66	53.32	57.99	62.66	67.3
Hispanic	69.54	71.52	73.84	76.23	77.02	50.32	47.71	51.44	55.18	58.91	62.65	66.38	70.12	73.9
Multiracial	74.45	76.29	77.98	80.46	81.93	57.02	54.43	57.69	60.94	64.20	67.45	70.71	73.96	77.2
Native Hawaiian or Other Pacific Islander		84.74	82.99	83.59	83.19	62.55	58.99	61.92	64.85	67.78	70.71	73.64	76.57	79.5
White	82.97	84.89	85.94	87.59	88.09	67.41	65.56	68.02	70.48	72.94	75.40	77.86	80.32	82.8
Special Education	53.35	58.07	59.92	62.22	62.54	30.46	29.76	34.78	39.80	44.81	49.83	54.85	59.86	64.9
Free/Reduced price meals	68.54	70.89	72.96	75.67	76.67	48.83	46.23	50.07	53.91	57.75	61.59	65.43	69.27	73.1
English Learners							51.20	54.69	58.17	61.66	65.14	68.63	72.11	75.6

Grade 10 English Language Arts (Public School Students who were enrolled 90% of the school year)									
Subgroup	2016	2017	2018	2019	2020	2021	2022	2023	
All	59.23	62.14	65.05	67.96	70.87	73.78	76.69	79.60	
American Indian	58.38	61.35	64.32	67.29	70.26	73.23	76.20	79.17	
Asian	67.40	69.73	72.06	74.39	76.72	79.05	81.38	83.71	
Black	36.72	41.24	45.76	50.28	54.80	59.32	63.84	68.36	
Hispanic	46.67	50.48	54.29	58.10	61.91	65.72	69.53	73.34	
Multiracial	56.93	60.01	63.09	66.17	69.25	72.33	75.41	78.49	
Native Hawaiian or Other Pacific Islander	50.00	53.57	57.14	60.71	64.28	67.85	71.42	74.99	
White	63.91	66.49	69.07	71.65	74.23	76.81	79.39	81.97	
Special Ed	16.94	22.87	28.80	34.73	40.66	46.59	52.52	58.45	
Free/Reduced Lunch	43.87	47.88	51.89	55.90	59.91	63.92	67.93	71.94	
English Learners	45.74	49.62	53.50	57.38	61.26	65.14	69.02	72.90	

Grade 10 Mathematics (Public School Students who were enrolled 90% of the school year)								
Subgroup	2016	2017	2018	2019	2020	2021	2022	2023
All	34.72	39.38	44.04	48.70	53.36	58.02	62.68	67.34

American Indian	28.42	33.53	38.64	43.75	48.86	53.97	59.08	64.19
Asian	59.21	62.12	65.03	67.94	70.85	73.76	76.67	79.58
Black	13.35	19.54	25.73	31.92	38.11	44.30	50.49	56.68
Hispanic	21.57	27.17	32.77	38.37	43.97	49.57	55.17	60.77
Multiracial	29.84	34.85	39.86	44.87	49.88	54.89	59.90	64.91
Native Hawaiian or Other Pacific Islander	23.40	28.87	34.34	39.81	45.28	50.75	56.22	61.69
White	38.99	43.35	47.71	52.07	56.43	60.79	65.15	69.51
Special Ed	7.79	14.38	20.97	27.56	34.15	40.74	47.33	53.92
Free/Reduced Lunch	19.65	25.39	31.13	36.87	42.61	48.35	54.09	59.83
English Learners	26.68	31.92	37.16	42.40	47.64	52.88	58.12	63.36

B. Graduation Rates

Overall Graduation Rate													
Subgroup	Past Graduation Rates						Graduation Rates to reach Goal						
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Overall Graduation Rate	84.74	86.23	86.03	86.82	86.54	86.81	87.75	88.69	89.64	90.58	91.52	92.46	93.41
American Indian	75.30	78.60	84.23	81.47	86.36	83.02	84.23	85.45	86.66	87.87	89.08	90.30	91.51
Asian	86.92	87.84	86.53	86.70	87.26	89.41	90.17	90.92	91.68	92.44	93.19	93.95	94.71
Black	72.35	71.83	71.83	73.72	73.89	73.82	75.69	77.56	79.43	81.30	83.17	85.04	86.91
Hispanic	78.83	80.57	81.38	82.29	82.08	82.79	84.02	85.25	86.48	87.71	88.94	90.17	91.40
Multiracial	79.46	82.86	82.43	83.30	83.03	84.55	85.65	86.76	87.86	88.96	90.07	91.17	92.28
Native Hawaiian or Other Pacific Islander	80.00	83.78	90.48	87.04	83.61	80.85	82.22	83.59	84.95	86.32	87.69	89.06	90.43
White	87.22	88.99	88.84	89.69	89.13	89.54	90.29	91.03	91.78	92.53	93.28	94.02	94.77
Special Education	63.72	71.11	67.61	72.54	70.38	72.01	74.01	76.01	78.01	80.01	82.01	84.01	86.01
Free/Reduced price meals	77.36	84.38	81.55	84.98	83.24	85.02	86.09	87.16	88.23	89.30	90.37	91.44	92.51
English Learners	69.76	79.22	77.86	79.91	74.32	70.87	72.95	75.03	77.11	79.19	81.27	83.35	85.44

APPENDIX B: EDUCATOR EQUITY DIFFERENCES IN RATES

Instructions: Each SEA must complete the appropriate table(s) below. Each SEA calculating and reporting student-level data must complete, at a minimum, the table under the header “Differences in Rates Calculated Using Student-Level Data”.

DIFFERENCES IN RATES CALCULATED USING STUDENT-LEVEL DATA

	<i>Ineffective</i> teacher rate	Disproportionality*
Low-income students	0.37%	3.7
Non-low-income students	0.10%	
Minority students	0.85%	8.5
Non-minority students	0.10%	

	<i>Out-of-field</i> teacher rate	Disproportionality*
Low-income students	2.48%	1.15
Non-low-income students	2.15%	
Minority students	2.84%	1.15
Non-minority students	2.46%	

	<i>Inexperienced</i> teacher rate	Disproportionality*
Low-income students	12.35%	1.54
Non-low-income students	8.02%	
Minority students	13.77%	1.63
Non-minority students	8.47%	

	<i>Excellent educator</i> rate	Disproportionality*
Low-income students	90.26%	.97
Non-low-income students	93.28%	
Minority students	86.88%	.94
Non-minority students	92.91%	

**‘Disproportionality’ refers to how much more (or, in the case of the ‘Excellent Educator’ category, less) likely it is for low income students in Title I schools to be taught by the categories of teachers. For example, low-income students in Title I schools are 3.7 times as likely to be taught by an Ineffective teacher than their non-low-income student peers in non-Title I schools.*